

العربية بالراديو

ARABIC BY RADIO

ج ١ و ٢ إنجليزي

الطبعة الثانية والخمسين

الكتاب الثاني

Lessons 52 - 79

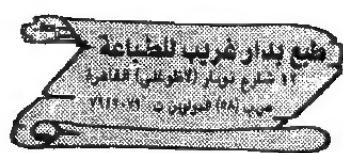
الدروس ٥٢ - ٧٩

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Book Two



THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION



THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

العَرَبِيَّةُ بِالرَّادِيو

ARABIC BY RADIO

BOOK TWO - PART 1

القاهرة

Cairo

2003

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مقدمة الكتاب الثاني

تعلمت في الكتاب الأول طرفاً من أساليب اللغة العربية، وألمت بعض مفرداتها،
ولاحظت أنها تؤخذنا فيما عرضناه عليك من أساليب ومفردات أنها بما يجري على ألسنة
المتعلمين من العرب في حياتهم اليومية. وكان غرضنا من هذا الكتاب أن نقدم إليك صورة
عامة للغة العربية الحديثة، فلم نخوض في التفاصيل التحوية، ولم نورد من المفردات إلا ما هو
سهل اللفظ قريب المعنى؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة
إذا قرأتها مكتوبة أو سمعتها ملفوظة، وأن تعينك على كتابة بعض الألفاظ والأساليب
الشائعة الاستعمال في الحياة اليومية.

والآن نريد في هذا الكتاب بأجزائه الأربع * أن نعرض عليك القواعد التحوية
الأساسية للغة العربية في نسق متصل ومنهج مناسك، وأن نزيد ثروة اللغة زيادة كبيرة،
فتشمل من التعمق في فهم العربية ومن كتابة بعض الجمل العربية المركبة. وفي سبيل هذه
الغاية رأينا أن تكون الدرسos متعددة الموضوعات حتى يكون هناك مجال فسيح للمفردات
اللغوية، ولكن دون أن تبتعد عن شتون الحياة اليومية. وفي سبيل هذه الغاية أيضاً رأينا أن
يخصص كل درس لدراسة موضوع نحوى معين؛ وذلك في نطاق منهج نحوى عام وضعناه
منذ البداية، فيكون كل درس مكملاً للدرس السابق ومهدداً للدرس اللاحق.

ونحب أن نلقي نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء : مادة القراءة ،
واللاحظات التحوية ، والتمرينات . وموضوع مادة القراءة هو عنوان الدرس ، وتجده دائماً
في رأس كل درس . وقد رأينا في مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى
القاعدة التحوية التي نزيدها من الدرس . وهذه القاعدة التحوية هي مادة اللاحظات التحوية
التي تأتي عقب ذلك . ومنهجنا في هذه اللاحظات التحوية هو أن نورد بعض الأمثلة من
مادة القراءة ، ثم نبين ما تنطوي عليه من قواعد نحوية . وقد أردنا أن تلم بعض الإمام
بالمصطلحات التحوية العربية : ولذلك أوردنا منها ما نافع لك في هذه المرحلة .
وتأتي التمرينات في آخر الدرس، وهي مستقاة أولاً من مادة القراءة الخاصة بالدرس، ثم
من الدرسos التي مرت بك في الكتاب الأول؛ ولهذا أحذناك في بعض هذه التمرينات إلى
دروس معينة في الكتاب الأول لترجع إليها .

يبدأ هذا الكتاب بالدرس الثاني والخمسين، لأنه استكمال لكتاب الأول.

وقد التزمنا في هذا الكتاب ضبط كل كلمة ضبطاً كاملاً (سواء أكانت في مادة القواعد أم في الملاحظات النحوية أم في التمرينات) . أما الكتابة الصوتية فقد التزمناها في مادة القراءة فقط ، وأسقطناها في الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلاً إما في الدرس نفسه وإما في الكتاب الأول : فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تمتاز قراءة الكلمات العربية مستعيناً بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ؛ فالحركات العربية كفيلة بأن ترشدك إلى النطق الصحيح . ولا تننس أن الاستماع الدقيق إلى المذيع العربي ، والتدريب على حماكانه هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزءين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملاً . وقد ساعدناك بالكتابة الصوتية في ستة أجزاء كاملة (الأجزاء الأربع التي يتكون منها الكتاب الأول . والجزءان الأول والثاني من الكتاب الحال) ، وعليك في الجزءين الباقيين (الجزءين الثالث والرابع من الكتاب الحال) أن تعتمد على نفسك في قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربي .

ونجد في أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوى الذى يتناوله . وفي آخر كل جزء قاموس أبجدى للكلمات الجديدة التى وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملاً ، فأغتنيناك عن كتابتها الصوتية . وستلاحظ أننا أوردنا الأسماء وهى في حالة الرفع إلا إذا كانت مثابة أو مجموعة جمع مذكر مسالماً فقد أبتناها بصورها التى وردت فعلاً في المذيع . والتزمنا إسقاط أدلة التعريف إلا في الحالات التى تتغير فيها صورة الكلمة عند حلف أدلة التعريف منها .

والله ولي التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (*i.e.* marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (viz. the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article «ال» is not indicated except in those words which change form when the article is not prefixed to them.

الرموز الصوتية

SOUND - SYMBOLS

ض	هـ	الهمزة
ط	بـ	بـ
ظ	تـ	تـ
ع	ثـ	ثـ
غ	جـ	جـ
فـ	حـ	حـ
قـ	خـ	خـ
كـ	دـ	دـ
لـ	ذـ	ذـ
مـ	رـ	رـ
نـ	زـ	زـ
هـ	سـ	سـ
وـ	شـ	شـ
يـ	صـ	صـ

	absence of vowel	السكون
short « a »	a	الفتحة
long « a »	aa	الفتحة الطويلة
P followed by long « a »	Paa	الهمزة محركة بفتحة طويلة (T)
short « i »	i	الكسرة
long « i »	ii	الكسرة الطويلة
short « u »	u	الضمة
long « u »	uu	الضمة الطويلة
« a » with nunation	an	الفتحة مع التنوين
« i » with nunation	in	الكسرة مع التنوين
« u » with nunation	un	الضمة مع التنوين
doubling with « a »		الشدة مع الفتحة
doubling with « i »		الشدة مع الكسرة
doubling with « uu »		الشدة مع الضمة
doubling with « an »		الشدة مع الفتحة والتنوين
doubling with « in »		الشدة مع الكسرة والتنوين
doubling with « un »		الشدة مع الضمة والتنوين

الكتاب الثاني

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BOOK TWO - PART ONE

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Area	G.M.T	Local Time	Short Wave Lengths	REMARKS
<u>1 - South & South East Asia</u>	13.10		S. W. L.	Lessons are broadcast as follows :
Pakistan		18.10	16 Ms	<u>First Stage</u> : on Sundays
Bangladesh		19.10	or 17595	and Tuesdays
Sri Lanka		18.40	KH/Z	<u>Second Stage</u> : On Mondays
India Standard Time		18.40		and Wednesdays
Singapore & Malaysia		21.10		<u>Third Stage</u> : On Thursdays
Philippines		21.10		and Saturdays
<u>2 - East Central & South Africa</u>	18.07		S.W.L.	
Central & South Africa		20.07	19.Ms	A fifteen-minute programme
East Africa		21.07	or 15255	is broadcast on Fridays
			KH/Z	replying listeners'
<u>3 - Nigeria & West Africa</u>	21.00		S.W.L	questions and queries and
Ghana & Sierra Leone		21.00	19 Ms	commenting on their
Nigeria		22.00	or 15375	letters.
			KH/Z	

Dear Listener

You are kindly requested, as a registered member of our course « Arabic by Radio » to adhere to the following instructions :—

- 1 - You have to quote down your file number in all your future correspondence with us
- 2 - If you change your permanent address, you are urged to let us know your new address as soon as possible in order to ensure delivery of our letters and publications to you .
- 3 - Answering the test papers is absolutely essential in order to continue the Course. Hence you have to answer the questions in the test papers sent to you for each stage & send them back in due time i. e two months after the completion of the lessons of each stage on air .

Those who fail to send back their test papers duly completed to our office in due time will be dropped from the list of our registered members thus terminating their membership. However those who are unable to answer the test paper must inform us of their difficulties before expiry of the deadline for accepting the test papers concerned. Learning can surely be achieved through trial and error.

الدُّرْسُ الثَّانِي وَالْخَمْسُونَ

Paddarsu eejanii walxamsuuna

Lesson Fifty Two



نَحْنُ نَسْمَعُ وَنَعْلَمُ

nahnu nastamisu wanatafallamu

We Listen (in) and Learn.

أَخْضَرَ مَاجِدُ كِتَابَهُ ،

Zahdara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبَهُ .

wajalasa Pilaa maktabihi
and sat at his desk.

وَأَخْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

wa?ahdarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبَهَا .

wajalasat Pilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدُ كِتَابَهُ ،

sataha maajidun kitaabahu
Maged opened his book, .

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الْلَّزِينَ .

haana mawsidu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادِيوِ ،

maajidun yastamisu Pila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادِيوِ .

wafaatimatu tastamisu Pila rraadyoo
and Fatimah listens to the radio.

الْمُعْلِمُ يَنْطَقُ كَلِمَةً جَدِيدَةً ،

Palmufallimu yantiqu kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطَقُ وَرَاهُ ،

wamaajidun yantiqu waraaFahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطَقُ وَرَاهُ .

wafaatimatu tantiqu waraaFahu
and Fatimah repeats after him.

الْمُعْلِمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

Palmufallimu yaqraFu jumlatan jadiidatan
The teacher reads a new sentence,

وَمَاجِدٌ يَقْرَأُ وَرَاهِهُ ،

wamaajidun yaqra'u waraa'ahu
and Maged reads after him.

وَفَاطِمَةُ تَقْرَأُ وَرَاهِهُ .

wafaatimu taqra'u waraa'ahu
and Fatimah reads after him.

تَقْدِيمُ الْمُعَلِّمِ فِي الْدُّرْسِ .

taqaddama imu'allimu fi ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

na'aqa wašarahā waqara'a
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمْلَ .

na'aqa ikalimaati ijadiidata wašarahā mašnaahaa waqara'a ijumala
He pronounced the new words, explained their meanings and read the sentences.

وَاسْتَمَعَ مَاجِدٌ ، وَنَطَقَ ، وَقَرَأَ .

wastama'a maajidun wanataqa waqara'a
And Maged listened, pronounced and read.

وَاسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ .

wastama'at faatimu wanataqat waqara'at
And Fatimah listened, pronounced and read.

ثُمَّ اِنْتَهَى الدُّرْسُ .

eumma ntaha ddarsu
Then the lesson came to an end.

وَاجَعَ مَاجِدَ الدُّرْسَ .

raaja'a maajidunu ddarsa
Maged revised the lesson.

نَظَرَ فِي الْكِتَابِ وَقَرَأَ الْجُمْلَ

na'ara fi ikitaabi waqara'a ijumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلْمَ وَكَبَّ التَّمْرِينَاتِ .

ئۇمما ئاخابا ىقلاما وکاتابا ئامرىنااتى
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

ئۇمما نادى فاطىمە وقاالا
Then he called Fatimah and said (to her),

أَنَا رَاجَعْتُ الدُّرْسَ وَكَبَّتُ التَّمْرِينَاتِ .

ئانى راچىت دىرس وکېبت تمرىناتى
“ I have revised the lesson and written the exercises.”

وَقَالَتْ فَاطِمَةُ :

واقاالات فاطىماتى
And Fatimah said,

وَأَنَا رَاجَعْتُ الدُّرْسَ وَكَبَّتُ التَّمْرِينَاتِ .

واۋانى راچىت دىرس وکېبت تمرىناتى
“And I have revised the lesson and written the exercises.

أَنْتَ تَسْتَمِعُ إِلَى الرَّادِيوِ وَتَتَعَلَّمُ .

ئانتى تستمیع إلەي راديو واتتەلەم
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادِيوِ وَأَتَعَلَّمُ .

واۋانى راستامىتۇ راديو واتتەلەم
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيوِ .

ناھنۇ ناتەلەم ئۇجاڭا سەربىيىتە مىندا راديو
We learn the Arabic Language by radio.”

Read the following words:

faatimatu	فاطمة	maajidun	مَاجِدٌ
Paalkitaabu	الكتاب	kitaabun	كِتابٌ
Paddaru	الدرس	darsun	دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN (اسم).

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « Pał ». Nunation occurs at the end of a noun and indicates that it is indefinite. « Pał » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word Paddaru الدرس the definite article Pał occurs in its assimilated form.

Read the following words:

اقرأ الكلمات الآتية :

sataha	فتح	jalasa	جلس
taraha	ثَرَح	naṭqa	نَطَقَ
		qara'a	قرأ
tastami'u	تَسْتَمِعُ	yastami'u	يَسْتَمِعُ
tantiqu	تَنْطِقُ	yantiqu	يَنْطِقُ
taqra'u	تَقْرَأُ	yaqra'u	يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB (فعل).

Read the following words:

أَفْرَأَ الْكَلِمَاتُ الْأَتِيَّةَ :

fi

فِي

bilaa

إِلَى

wa

وَ

min

مِنْ

summa

سَمْ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun **إِسْمٌ**, a verb **فِعْلٌ** or a particle **حَرْفٌ**.

1. Underline the nouns in the following words:

أَخْضَرٌ - كَلِمَةٌ - الْمُعْلَمُ - وَرَاءٌ - تَشْطِيقٌ - جُمْلَةٌ .

2. Underline the verbs in the following words:

الْجُمْلُ - إِنْتَهَىٰ - الْكَلِمَاتُ - إِنْسَمَعَ - رَاجَعَ - الْلُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَخْضَرَ مَاجِدُ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .

تَعْلَمُ الْلُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيوِ .

4. Supply three more examples of each of the following parts of speech:

a particle	حرف	a verb	فعل	a noun	إِنْسَم
إِلَى		قَالَ		الْكِتَابُ	
...	
...	
...	

الدُّرْسُ الثَّالِثُ وَالْخَمْسُونُ

Paddarsu ^{ee}salieu walxamsuuna
Lesson Fifty Three



تَعَلَّمُ النُّطُقَ الصَّحِيحَ

tafallami ⁿⁿⁱqā ^{ssahiiha}
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدِهِ :

qaalat faatimatu limaajidin
Fatimah said to Maged;

سَمِعْنَا الدُّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiina ^{dd}arsa waraajaⁱⁿaahu wakatabna ^{tt}amriinaati
"We have listened to the lesson, revised it and written the exercises.

أَعِذْ نُطُقَ الْكَلِمَاتِ .

PaSid nutqā ^lkalimaati
Pronounce the words again.

أَنْتَ تَنْتَقِطُ وَأَنَا أَسْمَعُ .

?anta tanqītu wa?anaa ?asma?u
You pronounce and I listen.

أَرْجُو أَنْ تُخْسِنَ النُّطْقَ .

Parjuu Pan tuhsina nnutqa
I hope you pronounce well."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةٌ تَسْتَمِعُ .

maajidun yantiqu wafaatimatu tastamisu
Maged pronounces and Fatimah listens.

فَاطِمَةٌ تَقُولُ :

faatimatu taquulu
Fatimah says;

إِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

Intiqi ikalimata marratan Puxraa
"Pronounce the word once more.

النُّطْقُ خَطِيئًا .

Parnutqu xataqun
The pronunciation is incorrect."

مَاجِدٌ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

Paraa samistu haabaa nnutqa
"I have heard this pronunciation (before)."

فَاطِمَةٌ تَقُولُ :

faatimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضًا .

waParaa samistuhu Paydan
"I have heard it, too."

اقرأ الكلمة من الكتاب .

Paqra'i lkalimata mina lkitaabi
Read the word from the book."

مَاجِدُ يُرَاجِعُ النُّطْقَ وَيَعْرُفُ الْخَطَا .

maajidun yuraajiSu nnutqa wayafrifu lxaalaPa
Maged checks the pronunciation (of the word) and finds out the error.

مَاجِدُ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaškuru faatimata wayaquulu
Maged thanks Fatimah and says,

يَحِبُّ أَنْ تُرَاجِعَ النُّطْقَ . إِنْطَقِي مَعِي .

yajibu Ḩan nuraaji'a nnutqa Ḩintiqii mašii
"We should revise the pronunciation. Let's pronounce together!"

مَاجِدُ يَنْتَطِقُ وَفَاطِمَةُ تَنْتَطِقُ مَعَهُ .

maajidun yantiqu wafaatimatu tantiqu mašahu
Maged pronounces and Fatimah pronounces, too.

أَكْمَمْ مَاجِدُ وَفَاطِمَةُ الْفِرَاءَ .

?atamma maajidun wafaatimatu lqiraa?ata
Maged and Fatimah have finished reading.

تَعَلَّمَ مَاجِدُ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

ta'allama maajidun wafaatimatu nnutqa ḥṣaḥiha
Maged and Fatimah have learnt the correct pronunciation.

الملحوظات التحوية

A. Read the following words:

samī'a

سمع

qaala

قالَ

kataba

كتبَ

nataqa

نطقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « الفعل الماضي ».

B. Read the following words:

nuraaji'u

ترجعُ

Pasma'u

أنسَعْ

taquulu

تقولُ

yantiq'u

يُنطِقْ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « الفعل المضارع ».

Note that the present tense begins by one of these letters:

أ - ن - ي - ت

C. Read the following words:

?intiq

أُنْتِقْ

?afid

أَعْذَ

?iqra?

أَقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « فعل الأمر ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES

ćırińat

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(١) ظَهَرَ الْفَجْرُ .
 (٢) الْمَوْذُنُ يَذْهَبُ إِلَى الْجَامِعِ .
 (٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .
 (٤) قَالَ مَحْمُودٌ لِأَخِيهِ :
 (٥) قُمْ وَصَلُّ مَعِي .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ - أُنْظُرُ - أُرِيدُ - تَرْجِعُ - شَاهَدْتُ

(١) أَنَا رُوْيَا الطَّيْبُورِ .
 (٢) نَحْنُ الْآنَ إِلَى مَكَانِ الطَّيْبُورِ .
 (٣) يَا نِهَادُ إِلَى هَذِهِ الْبَطْلَةِ .
 (٤) نِهَادُ الطَّيْبُورِ .
 (٥) هَيَا إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B) :

(B)	بَيْعٌ	(A)	سَالِمٌ
	حَرَثٌ		الْخَصْرَى
	يَجْلِسُ		الْبَطْلَةُ
	تَسْبَحُ		الْفَلَاحُ

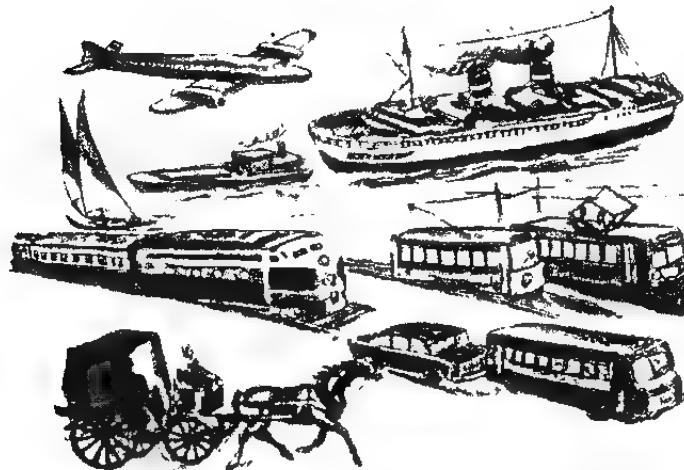
4. Fill in the blanks with suitable verbs:

(١) مَاجِدٌ يَسْتَطِعُ ، وَفَاطِمَةُ
 (٢) يَا مَاجِدُ الْكَلِمَةَ مَرَّةً أُخْرَى .
 (٣) مَاجِدٌ يَقُولُ : أَنَا هَذَا النُّطُقُ .
 (٤) مَاجِدٌ وَفَاطِمَةُ النُّطُقَ الصَّحِيحَ .

الدَّرْسُ الرَّابِعُ وَالْخَمْسُونُ

Paddarsu traabisu walxamsuuna

Lesson Fifty Four



وَسَائِلُ الْمَوَاصِلَاتِ

wasaaʔilu imuwaasalaati

Means of Communication

أَخْمَدُ يَعِيشُ فِي الْقَرْيَةِ .

Pahmadu yaħniu fi lqaryati
Ahmad lives in the village.

مَدْرَسَةُ أَخْمَدَ بَعِيْدَةٌ عَنِ الْقَرْيَةِ .

madrasatu Pahmada baqsiidatun fani lqaryati
Ahmad's school is far from the village.

أَخْمَدُ يَرْكَبُ الدُّرَاجَةَ ، وَيَنْهَبُ إِلَى
الْمَدْرَسَةِ .



Pahmadu yarkabu ddarrasajata
wayaħħabu riela imadrasati

Ahmad rides the bicycle and goes to
school.

وَالِدُ أَخْمَدَ قَالَ لَهُ :

waalidu Pahmada qaaia lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ .

satazuuru qammaka. fi Iqaahirati
"You will visit your uncle in Cairo."

أَخْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّ سَالِمٍ .

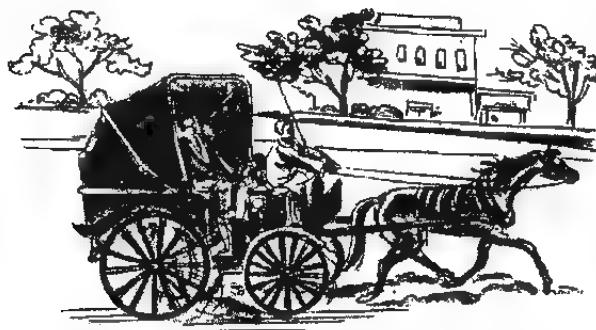
Pahmадu masruurun biziyaarati qammibi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سَعَادٌ مَسْرُورَةً أَيْضًا .

wa?u?xtuhu sufaadu masruuratu?aydan
And his sister Suad is happy, too.

الْأَشْرَقَةُ رَكِبَتْ عَرَبَةً .

?al?usratu rakibat sarabatan
The family got in a carriage.



الْعَرَبَةُ يَجْرِيْهَا حِصَانٌ قَوِيٌّ .

PalSarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

الْعَرَبَةُ وَصَلَّتْ إِلَى الْمَحَطةِ .

PalSarabatu wasalat Pila Imahattati
The carriage arrived at the (railway) station

الْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

PalPusratu rakibati Iqitaara
The family got on the train.

الْقِطَارُ سَرِيعٌ .

Palqitaaru sariiSun
It is an express train.

الْقِطَارُ وَصَلَّ إِلَى الْقَاهِرَةِ .

Palqitaaru wasala Pila Iqaahirati
The train arrived in Cairo.

الْأُسْرَةُ رَكِبَتْ سَيَارَةً إِلَى مَشْرِقِ سَالِمٍ .

PalPusratu rakibat sayyaaratan Pilaa manzili saalimin
The family took a car to Salim's house.

الْسَّيَارَةُ تَسِيرُ فِي شَوَّارِعِ الْقَاهِرَةِ .

Passayyaaratu tasiiru fi Șawaarihi Iqaahirati
The car runs in Cairo streets.

أَخْمَدُ شَاهَدَ فِي الشَّوَّارِعِ :

Rahmadu Šahada fi Șšawaarifi
In the streets Ahmad saw:

الْتَّرَامُ - وَالْمِتْرُو - وَالْأُتُوبِيَّسُ .

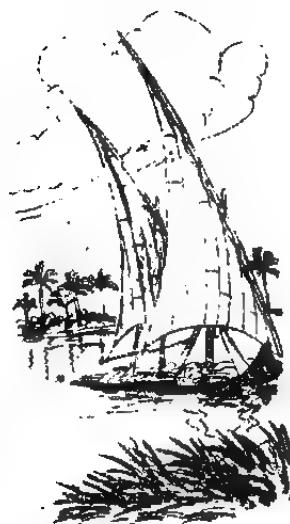
Pattiraama walmetroo wal?otoobiisa
The tram, the metro and the bus.

السيارة. وصلت إلى منزل سالم.

Passayaaratu wasalat Pilaa manzili saalimin
The car arrived at Salim's house.

منزل سالم على شاطئ النيل.

manzilu saalimin salaa ſaatiri nnili
Salim's house is by the Nile.



أحمد رأى في النيل :

Paħħadu raħħa fi nnili
On the Nile Ahmad saw:

القارب الشراعي، والقارب البخاري.

Paħqaariba ɻisrasliyya
walqaariba lbusxaatiyya
the sail boat and the motor boat.

وشاهد الطائرة تطير في الهواء.

waħħadha tħaġħirata tatruu fi l-hawa

He saw the aeroplane fly (in the air).

أحمد مسرور بزيارة القاهرة.

Paħħadu masruurun biziyaarati lqahirati
Ahmad is happy to visit Cairo.

أحمد رأى بعض وسائل المواصلات.

Paħħadu raħħa bañda wasaaġili lmuwaasalaati
Ahmad has seen some means of communication.

A. Read the following words: إقرّ الكلمات الآتية :

Palqaaribu	القارب	hisaanun	حصان	Pahmadu	أحمد
Palhawaaru	الهوا	Palqitaaru	القطار	waalidun	والد
		manzilun	منزل	Sammun	عم

Each of these words is a noun indicating a *masculine singular* « مفرد مذكر ».

B. Read the following words: إقرّ الكلمات الآتية :

mahattatun	محطة	Palqaahiratu	القاهرة	Palqaryatu	القريبة
sayyaaratun	سيارة	Palqusratu	الأسرة	madrasatun	مدرسة
Paltaaqiratu	الطايرة	Sarabatun	عربة	Paddarraajatu	الدراجة

Each of these words is a noun indicating a *feminine singular* « مفردة مفعولة ».

Note that a feminine singular noun ends with « ةٰ » which is pronounced « هٰ » in pause. This feminine ending is called « الناء المربوطة ».

Thus nouns in Arabic fall into two groups: *masculine* and *feminine*.

1. Indicate the masculine and the feminine nouns in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجَوَارِ الْمَكْتَبِ .
 (٢) الْطَّائِرَةُ تَطِيرُ فِي الْجَوَّ .
 (٣) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .
 (٤) الْأُسْرَةُ جَالِسَةٌ بِجَوَارِ الْبَحِيرَةِ .
 (٥) الْزَّرَافَةُ لَهَا عُنْقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

(١) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ
 (٢) سَرِيعٌ
 (٣) سَالِمٌ عَلَى شَاطِئِ النَّيلِ
 (٤) يَجْرُّهَا قَوِيٌّ

3. Fill in the blanks with suitable words chosen from those given in brackets:

فَ (١) فَاكِهَةُ الْمَطْعَمِ (طَازَجٌ - طَازَجُ)
 أَ (٢) الْمُلْعَنَةُ (نَظِيفٌ - نَظِيفَةٌ)
 أَ (٣) الْطَّبَاخُ (مَاهِرٌ - مَاهِرَةٌ)
 أَ (٤) الْطَّبَقُ (وَاسِعٌ - وَاسِعَةٌ)
 أَ (٥) الْمَائِدَةُ (مُرْتَبٌ - مُرْتَبَةٌ)

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

A	B
أَحْمَدٌ	فَاطِمَةٌ
. . . . .	. . . . . (١)
. . . . .	. . . . . (٢)
. . . . .	. . . . . (٣)
. . . . .	. . . . . (٤)

الدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

?addarsu ?xaamisu walxamsuuna

Lesson Fifty Five



الصُّحفُ

Passuhufu
Newspapers

أَخْمَدُ فِي بَيْتِ عَمِّ سَالِمٍ .

?ahmadu fii bayti ?ammihii saalimin
Ahmad is in his uncle Salim's house.

يَجِلِّسُ أَخْمَدُ مَعَ نَبِيلٍ وَنَهَادَ وَسَعَادَ .

yajlisu ?ahmadu ma?a nabiilin wanishaada wasusaada
Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسُ الْبَابِ يَدْقُ .

jarasu ?ibaabi yaduqqu
The door-bell is ringing.

مَنْ بِالْبَابِ؟

man bilbaabi
Who is at the door?



هُوَ بَائِعُ الصُّحْفِ، أَخْضَرَ صُحْفَ الصَّبَاحِ

huwa baaPiFu ssuhufi Pahdara
suhufa ssabaahi

It's the newspaper man. He has
brought the morning papers.

نَبِيلٌ يَقْتَنِي الْبَابَ، وَيَأْخُذُ الصُّحْفَ

nabiilun yustahū lbaaba wayaPiudu ssuhufa

Nabil opens the door and takes the
newspapers.

نَبِيلٌ يَعْرُضُ الصُّحْفَ عَلَى أَخْمَدَ وَنِهَادَ وَسَعَادَ

nabiilun yaqridu ssuhufa qalaa Pahmada wanihaada wasuqaada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخْدَ أَخْمَدَ صَحِيقَةَ «الْأَخْبَارِ»

Paxoda Pahmadu sahiifata lPaxbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخْدَتْ نِهَادُ صَحِيقَةَ «الْجُمُهُورِيَّةِ»

waPaxadat nihaadu sahiifata lJumhuuriyyati
And Nihad took the Al-Jumhouriyyah newspaper.

وَأَخْدَ نَبِيلُ صَحِيقَةَ «الْأَهْرَامِ»

waPaxoda nabiiun sahiifata lPahraami
And Nabil took the Al-Ahram newspaper.



نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّياضَةِ

nabiilun yaqrafu Paxbaara ṭriyaadati
Nabil reads the sports news.

وَأَخْمَدُ يَقْرَأُ بَرَنَامِجَ التَّلْيِفِزِيُّونِ .

waPahimadu yuqrafu barnaamaja ṭilivizyuuni
And Ahmad reads the T. V. programme.

وَنَهَادُ تَقْرَأُ النَّشَرَةَ الْجَوَيَّةَ .

wanihaadu tagrafu ṭnaṣru ljawwiyyata
And Nihad reads the weather bulletin.

نَهَادُ تَقُولُ : حَظْنَا سَعِيدًا .

nihaadu taquulu haḍunaa saqiidun
Nihad says, " We are lucky.

الْجَوَيُ دَافِيُ الْيَوْمَ ، وَالسَّمَاءُ صَافِيَةُ . وَالشَّمْسُ سَاطِعَةُ .

Paljawwu daafirunu lyawma wassamaa'iū saafiyatun waššamsu saatišatun
The weather is warm to-day, the sky is clear and the sun is shining brightly."

(الكتاب الثاني ج ١ - ٢ - انجليزي)

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastatiisu ?an na?ruja lyawma
"We can go out to-day,

وَنَتَفَرَّجَ فِي شَوارِعِ الْقَاهِرَةِ .

wanatafarraja fi ?awaariSi Iqaaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ?ahmadu waqaala
Ahmad was pleased and said,

وَفِي الْمَسَاءِ نَرَى فِي التَّلْيِفِزِيُّونِ مَسْرِحَيَّةً سَارَةً .

wafi ?imasaati naraa fi ttiliivizyuuni masrahiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحْفِ ؟

qaala nabiilun hal qaraftum faaridata ssuhuf
Nabil said, " Do you know now how useful newspapers are? "

A. Read the following words:

رَأَيْ الْكَلِمَاتِ الْأَتِيَّةِ :

nihaadu	نَهَادُ
su⁹aadu	سَعَادُ
Passamaa⁹u	السَّمَاءُ
Paššamsu	الشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفَرِّدةٌ مُوَنَّثَةٌ » .

Note that they do not have the feminine ending « ةٰ - ةٰ » .

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye) ፩aynun	عَيْنٌ
(an ear) ፩uðunun	أَذْنٌ
(a hand) yadun	يَدٌ
(a leg) riqjun	رِجْلٌ
(a foot) qadamun	قَدْمٌ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* « مُوَنَّثٌ حَقِيقِيٌّ » . A few examples are:

su⁹aadu	سَعَادُ	faatimatu	فَاطِمَةٌ
baqaratun	بَقَرَةٌ	nihaadu	نَهَادُ
		wazzatun	وَرَةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُوَنَّثٌ مَهَاجِرٌ » . A few examples are:

sahifatun	صَحِيفَةٌ	šajaratun	شَجَرَةٌ
Sayun	سَعْيَنْ	sayyaaratun	سَيَارَةٌ
		šamsun	شَمْسٌ

C. Read the following:

أَخَذَ أَخْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجَمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending «تُ» (تُ) but does not have it when used with the masculine noun (أَخْمَدُ).

D. Read the following:

يَقْرَأُ تَبَيَّلُ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النَّسْرَةَ الْجَوَيْنَيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (تَبَيَّلُ) has the prefix «يَ» (يَ) whereas it has the prefix «تَ» (تَ) when used with the feminine noun (نِهَادُ).

Thus :

تَبَيَّلُ يَقْرَأُ

نِهَادُ تَقْرَأُ

EXERCISES

مرينات

1. Indicate the masculine and the feminine nouns in the following:

مِضبَاحٌ - يَدٌ - مَسْرَحٌ - مَسْرِحَةٌ - طَبَقٌ - غَرَابٌ - يَمَامَةٌ -
ذَبَبٌ - بَطَّةٌ - وَزَّةٌ - فِيلٌ - صَفَرٌ - حَرَسٌ .

2. Write three more feminine nouns that do not end by (ا - ة - ئ) below the example given:

سَعَادٌ
..... (١)
..... (٢)
..... (٣)

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below.

(١) سَاطِعَةٌ .
(٢) دَافِيٌّ .
(٣) تَسْبِقُ الْقِطَارَ .
(٤) وَقَفَ فِي الْمَحَطةِ .
(٥) يَحْمُلُ حَقَائِيدَ .
(٦) تُحِبُّ الْقِصَصَ .

الْجَوُّ - الْطَّائِرَةُ - الشَّمْسُ - نِهَادُ - الْقِطَارُ - الْمُسَافِرُ

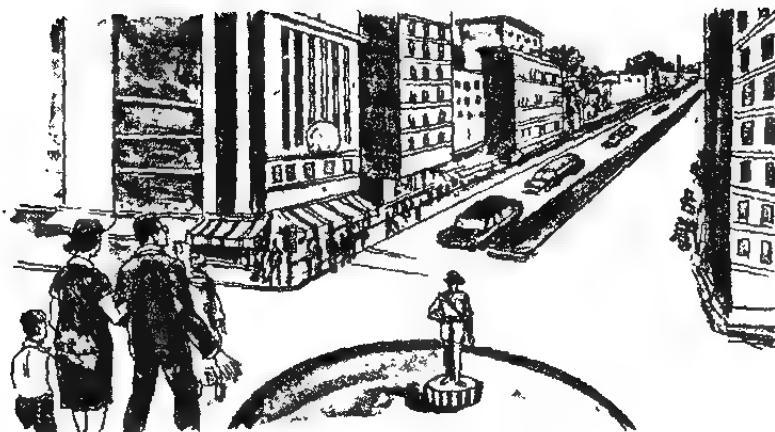
4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

(١) أَعْرَابٌ فَوْقَ الشَّجَرَةِ .
 (٢) أَخْضَرٌ أَمَّا الدُّكَانِ .
 (٣) أَبْتَثٌ السَّيَارَةَ .
 (٤) أَطَّاَرَةٌ فِي الْجَوَّ .
 (٥) فَاطِمَةٌ الْدُرْسَ مِنَ الرَّادِيوِ .

وقف - طارت - يجلس - ترکب - سمعت

الدَّرْسُ السَّادُسُ وَالْخَمْسُونَ

Paddarsu ssaadisu walxamsuuna
Lesson Fifty Six



الشَّرْطَى

Paššurtiyyu
The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِيمُ .

xaarajat Pusratu mahmuudin tušaahidu Imadiinata xaraaja mafahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَّارِعُ الْمَدِينَةِ وَاسِعَةٌ .

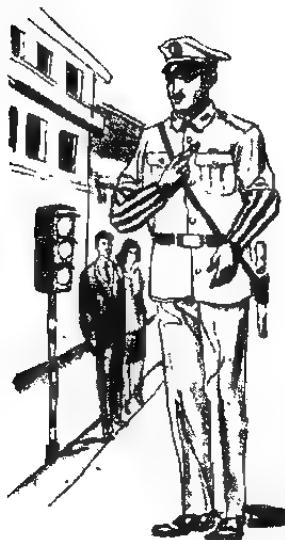
qaala mahmuudun haabaa šaariyun waasiyun šawaarihi Imadiinati waasiyatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَّتِ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيقٍ يَقِفُ فِيهِ شُرْطَى .

wašlati ljamaa'atu pilaa maydaanin fasiihiin yaqifu fihi šurtiyyun
The group (family) arrived at a big square where a policeman was standing.

إِلَمْ : الْشَّرْطَةُ يُنَظِّمُونَ الْمُرُورَ فِي الشَّوَّارِعِ وَالْمَيَادِينِ .

saalimun Paššurijatu yunaqbiimuuna Imuruura fi ššawaani walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودٌ : فِي يَدِ الشُّرْطِيِّ صَفَارَةٌ

mahmuudun fi yadi šurṭiyi saffaratun
Mahmud: "The policeman has a whistle
in his hand."

سَالِمٌ : حِينَ يَنْفَخُ الشُّرْطِيُّ فِي
الصَّفَارَةِ ، يَسْتَطِعُ السَّائِرُونَ الْعَبُورَ .

saalimun hiina yanfuxu šurṭiyu
fi ssaffaratū yastaṭṭū ssaaḍiruuna ḥubuura
Salim: "When the policeman blows the
whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaðaa laa yašburu ssaaḍiruuna ḥaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : النُّورُ الْأَخْمَرُ أَمَّا السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهُرُ النُّورُ الْأَخْضَرُ .

saalimun ḥannuru ḥahmaru ḥamaama ssaaḍiriina yašburuuna Sindamaa
yaðharu ḥnuuru ḥaxdaru

Salim: "The red light is on (in front of the pedestrians). They will cross
when the light turns green."

مَحْمُودٌ : السَّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ḥassayyaaraatu walṣarabaatu tamdii fi tarīiqihā
Mahmud: "The cars and carriages are running along."

سَالِمٌ : الْطَّرِيقُ أَمَّا مَهْمَّهَا مَفْتُوحٌ .

saalimun ḥattariju ḥamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودٌ : اِنْطَقَّا النُّورُ الْأَخْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ḥintafara ḥnuuru ḥahmaru waðahara ḥnuuru ḥaxdaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِيُّ فِي صَفَارَتِهِ .

wanafatxa šurṭiyu fi saffaratih
The policeman blew his whistle.

سَالِمُ : أَلَّا تَقْفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ɻalɻaana taqifu ssayyaruatu walɻarabaatu wayaɻburu ssaaɻiruuna
Salim: "Now the cars and the carriages will stop and the pedestrians will cross."

وَعَبَرَتِ الْحَمَّاعَةُ الْمَيْدَانَ : وَعَبَرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waɻabarati ɻjamaaSATU imaydaana waɻabarat kaɻaalika jamaaSATU nnasati
Salim's family as well as the other pedestrians crossed.

سَالِمُ : الشَّرْطَى فِي الْمَدِينَةِ كَالْخَفَّارِ فِي الْقَرْيَةِ . الشَّرْطَةُ سَاهِرُونَ عَلَى
الْأَمْنِ فِي الْمَدِينَةِ .

saalimun ɻaɻsurtiyyu fi ɻimadiinati kalxafiri fi ɻiqaryati ɻaɻsurtatu saahiruuna
Sala ɻipamni fi ɻimuduni
Salim: "The policeman in town is like the village guard (khafir) in the village.
Policemen maintain security in cities."

مَحْمُودٌ : وَالْخَفَّارُونَ عَلَى الْأَمْنِ
فِي الْقَرْيَةِ .

mahmuudun walxufaraaɻu saahiruuna
Sala ɻipamni fi ɻiqaryati
Mahmud: "And the khafirs maintain security
in the village."



الملاحظات النحوية

1. Read the following:

اقرأ الآتي :

يُسْتَطِيعُ السَّائِرُ الْعُبُورَ - يُسْتَطِيعُ السَّائِرُونَ الْعُبُورًا .
النُّورُ الْأَخْمَرُ أَمَامَ السَّائِرِ - النُّورُ الْأَخْمَرُ أَمَامَ السَّائِرِينَ .

The word السَّائِرُ is masculine singular and it has two plural forms: السَّائِرُونَ - السَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix -uuna « وُنَّ » or the suffix -iina « وِنَّ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called 'sound masculine plurals' « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

السَّائِرُونَ = السَّائِرُ + وُنَّ
السَّائِرِينَ = السَّائِرُ + وِنَّ

2. Read the following:

اقرأ الآتي :

عَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتِ جَمَاعَاتُ النَّاسِ الْمَيْدَانَ .

The word جَمَاعَة is the plural form of the feminine singular word جَمَاعَةٌ.

It is formed from the singular by adding the suffix -aat « وَاتٍ » after dropping the feminine singular ending « ةٌ » .

It is called 'sound feminine plural' « جَمْعُ مُؤْنَثٍ سَالِمٌ » .

Other examples are :

السَّيَارَةُ - السَّيَارَاتُ
الْعَرَبَةُ - الْعَرَبَاتُ

3. Read the following:

افرِ الآتِي :

هَذَا شَارِعٌ وَاسِعٌ - شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعٌ is the plural of the masculine singular word شَارِعٌ .

It is formed from the singular by internal change. It is called 'broken plural' جَمْعٌ تَكْسِيرٌ .

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شَرْطَةٌ	شَرْطَةٌ
مَيَادِينٌ	مَيَادِينٌ
خُفَرَاءُ	خُفَرَاءُ
مُدَنٌ	مَدِينَةٌ
الْقَرَى	الْقَرَى

تمرينات

EXERCISES

1. Give the singular form of each of the following words:

طَائِرَاتٌ - أَشْجَارٌ - مُدَرُّسُونَ - صَيْلَلِيَّاتٌ - فَلَاحُونَ - مَعَامِلٌ - مَرِيضَاتٌ
تَلَامِيذٌ - مُسَافِرُونَ - رُوْفٌ - عُمَالٌ - مَتَادِيلٌ - مَكْرُوْهُونَ - مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

(ا) تَطْبِيرٌ فِي الْهَوَاءِ .
(ب) يَخْيِلُ الْمُسَافِرُونَ
(ج) الطَّعَامُ لِذِيَّنَةٍ .
(د) الْحَدِيقَةُ جَمِيلَةٌ .
(ه) يَعْمَلُ بِنِظامٍ .
(و) هَذِهِ عَلْبَةٌ

3. Put the following plurals in their appropriate places:

الرَّوْجَاتُ - النَّشِيطُونَ - رِوَايَاتٌ - الْبَقَرَاتُ - ذَاهِبُونَ - مُؤَدَّبُونَ

(ا) الْفَلَاحُونَ مَحْبُوبُونَ .
(ب) أَخْضَرَاتٍ الطَّعَامُ .
(ج) فِي الْحَظِيرَةِ .
(د) هُمْ إِلَى الْمَدْرَسَةِ .
(ه) الْمَسْرَحِ جَيِيلَةٌ .
(و) أَنْشَمْ ، أَنَا مَسْرُورٌ مِنْكُمْ .

الدُّرْسُ السَّابُعُ وَالْخَمْسُونُ

Paddarsu ⁷saabiSu walxamsuuna

Lesson Fifty Seven



مُبَارَأَةٌ فِي كُرْبَةِ الْقَدْمِ

mubaaraatun ⁷fi kurati ⁷iqadami

A Football Match

نَزَلَ الْقَرِيبُ الْأَوَّلُ إِلَى الْمَلَعْبِ .

nazala ⁷ifariiqu ⁷i⁷awwalu ⁷ila ⁷imlaSabi
The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْقَرِيبُ الثَّانِي .

waba⁷da qaliliin nazala ⁷ifariiqu ⁷eeaanii
After a while the second team came on (to the football field).

دَارَ الْقَرِيبَيْنِ حَوْلَ الْمَلَعْبِ .

daara ⁷ifariiqaa ni hawla ⁷imlaSabi
The two teams ran round the football field.

وَصَفَقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣṣaqa nnaasu jilfariiqayni
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ .

waqafa kullo fariiqin fii jaanibih
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرْمَى أَمَامَ مَرْمَاهُ .

waqafa ḥaarisu lmarmaa Pamaama marmaha
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa ḥabhiiraani Pamaama ḥhaarisi
The two backs stood in front of the goalkeeper.

وَفِي الْوَسْطِ وَقَفَ الْمُهَاجِمُونَ .

wafi lwasati waqafa lmuhaajimuuna
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

wafala lyamini walyasaari waqafa ljanahaani
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna lfarriiqayni waqafa lhakamu
The referee took his place between the two teams.

صَفَرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَأَةُ .

saffara lhakamu wabadaati lmuubaaraatu
The referee blew his whistle and the match began.

بَدَا الْفَرِيقُ الْأَوَّلُ الْهُجُومَ

bada?a ?farii?u ?pawwalu ?ihujuuma
The first team started to attack,

وَتَنَاقَّ الْكُرَّةُ بِسُرْعَةٍ .

watanaaqala ikurata bisurSatin
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَتِينَ .

wa?afala ?muhaajiuuna mina ?dahirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأَخْرَزَ الْجَنَاحُ الْأَيْمَنَ هَدْفًا .

wa?ahraza ?janaahu ?paymanu hadafan
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الْثَّانِي وَهَاجَمَ بِشِدَّةٍ .

tahammasa ?farii?u ?eaami wahaajama bi?iddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَخْرَزَ هَدْفًا آخَرَ .

walaakinna ?fariiqa ?pawwala ?ahraza hadafan ?aa?ara
But the first team scored another goal.

وَانْتَهَى الشُّوْطُ الْأَوَّلُ .

wantaha ??awti ?pawwaju.
The first halftime came to an end.

وَفِي الشُّوْطِ الثَّانِي أَخْرَزَ الْفَرِيقُ الْثَّانِي هَدْفَيْنِ .

waf?i ??awti ?eaani ?ahraza ?farii?u ?eaanii hadafayni
In the second halftime the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتِ الْمُبَارَأَةُ .

fatafaadala ?fariiqaani wantahati ?imubaaraatu
So the two teams drew and the match came to an end.

الملاحظات التحوية

GRAMMATICAL NOTES

1. Read the following sentences paying special attention to the underlined words:

نزلَ القرِيقَ - دَارَ القرِيقَانِ - صَفَقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word الْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word الْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word الْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix -aani or the suffix -ayni «أَنِي» «بَيْنَ» according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحُكْمُ بَيْنَ الْفَرِيقَيْنِ .
وَقَفَ الْجَنَاحَانِ . أَخْرَزَ الْفَرِيقَ هَدَقَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

?alwardataani jamiilataani
The two roses are beautiful.

الْوَرْدَتَانِ جَمِيلَتَانِ .

qatafat sufaadu wardatayni
Suad picked two roses.

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ .

kataba nabiilun rissalatayni
Nabil wrote two letters.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ .

1. Give the dual of each of the following words, first by adding « أَنْ » and then by adding « يَنْ ». Follow the examples given:

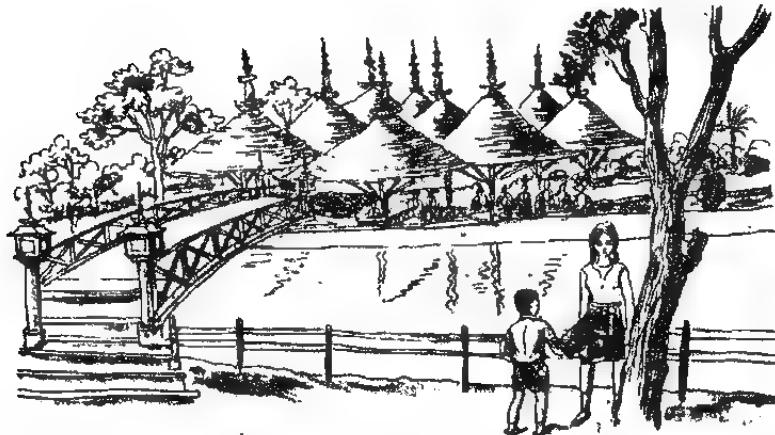
وَلَدٌ	وَلَدَانِ	وَلَدَيْنِ	عُرْفَةٌ	عُرْفَتَانِ	عُرْفَتَيْنِ
.....	.....	.....	شَجَرَةٌ	شَجَرَتَانِ	شَجَرَتَيْنِ
.....	.....	.....	نَافِذَةٌ	نَافِذَتَانِ	نَافِذَتَيْنِ
			فَلَاحٌ	فَلَاحَتَانِ	فَلَاحَتَيْنِ

2. Underline the dual in each of the following sentences:

(أ) أَكَلْتُ هِنْدَ تَمَاهِيْنِ .
 (ب) زَرَعَ الْفَلَاحَانِ شَجَرَةَ التَّيْنِ .
 (ج) تَبَيَّلَ وَأَخْمَدَ تَلْمِيْدَانِ مُجْتَهِدَانِ .
 (د) قَرَأَ التَّلْمِيْدُ الْكَرْسِيْنِ .

الدَّرْسُ الثَّامِنُ وَالْخَمْسُونُ

Paddarsu       walxamsuuna
Lesson Fifty Eight



حُلْوَانُ

hulwaanu
Helwan

قَالَ أَخْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

qaala  ahmadu linabiliin hat ra ayta hulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiliun laa lam  araha
Nabil: "No, I have not seen it."

أَخْمَدُ : يَعِجبُ أَنْ تَرَاهَا يَا نَبِيلُ .

 ahmadu yajibu  an tarahaa yaa nabiliu
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatu jamiilatu  amsuhaa mu riqatu
"Helwan is a beautiful city. It is always sunny."

وَجَوْهَهَا دَافِيٌّ ، وَهَوَاؤُهَا جَافٌ .

wajawwuhaa daafiiun wahawwaahuhaa jaafiiun
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذَهَّبُ مَعِي يَا أَخْمَدُ ؟

nabiijun hal ta'dhabu ma'sii yaa Rahmadu
Nabil: "Will you go with me, Ahmad?"

أَخْمَدُ : نَعَمْ . وَسَأَخْضُرُ مَعِي أُخْتِي سَمِيرَةَ .

Rahmadu na'sam wasa'uhdiru ma'sii Puxtii samiirata
Ahmad: "Yes, and I'll bring my sister Samira along with me."

نَبِيلٌ : وَأَنَا أَخْضُرُ مَعِي أُخْتِي نِهَادَ .

nabiijun wa'anaa Puhdiru ma'sii Puxtii nihaada
Nabil: "And I'll bring my sister Nihad along with me."

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ . وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضًا .

nihaadu wasamiiratu sadiqataani wa'anaa wa'anta sadiqaani tuydan
Nihad and Samira are friends; and I and you are friends too."

أَخْمَدُ : نَلْتَقُ يَوْمَ الْجُمُعَةِ عِنْدَ مَحَاطَةِ بَابِ اللُّوقِ .

Rahmadu naltaqii yawma l-jumu'ati sinda mahattati baabi luuqi
Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الْأَصْدِيقَاءُ الْقِطَارَ إِلَى حُلُوانَ .

rakiba l-asdiqaa'u l-qitaa'a tilaa hulwaana
The friends took the train to Helwan.

وَفِي حُلُوانَ شَاهَدُوا شَوَّارِعَهَا الْوَاسِعَةَ ،

wifi hulwaana shaahaduu kawaari'aha lwaasi'ata
In Helwan they saw its big streets,

وَمَبَانِيهَا الْجَمِيلَةَ ، وَحَدَائِقَهَا الْمُنْسَقَةَ .

wamabaaniyaha l-jamii'ata wahadaa'iqaha l-munassaqata
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عَيْنِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصِدِ .

wađahabuu Pilaa ḥuyuuni ḥimiyahī ḥimadiniyyati walmarṣadi
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهُرِ قَالَتْ نِهَادُ :

wañinda ḥūrī qaalat nihaadu
At noon Nihad said,

تَعِبُنَا مِنَ السَّيْرِ . أَيْنَ تَسْتَرِيحُ ؟

tañibnaa mina ṣsayri ḥayna nastariihu
“We are tired of walking. Where shall we rest ?”

قَالَ أَخْمَدُ : تَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala Pahmadu nastariihu fi ḥadīqati ḥyaabaaniyyati
Ahmad said, “Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيْحَةٍ ، وَتَمَاثِيلُ بَدِيعَةٍ ، وَأَشْجَارُ ظَلِيلَةٍ .

fi ḥadīqati maqaafidu murīhatun watamaeiiilu badiiṣatun waṛaṣaaron ḥalīlatun
In the garden there are comfortable seats, beautiful statues and shady trees.”

رَسْتَرَاحَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

Piṣṭaraahati ṣṣadīqataani fi ḥilli ḥajaratin
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيْحَيْنِ .

wajalasa ṣṣadīqaani ḥala maqṣadayni murīhayni
The two friends (Nabil and Ahmad) sat on two comfortable seats.

وَفِي الْعَصْرِ قَالَ أَخْمَدُ :

wafī ḥasri quala Pahmadu
In the afternoon Ahmad said,

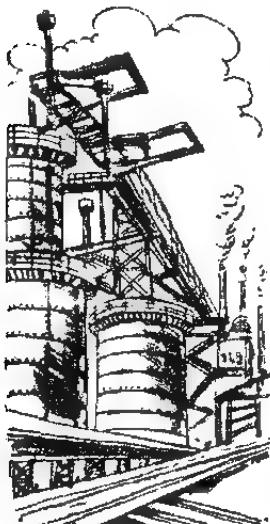
مَصَانِعُ حُلْوانَ كَثِيرَةٌ ، وَفِيهَا عَمَالُ مَاهِرُونَ ،

masaaniḥu ḥulwaana kaejjiratun wafihaa ḥummaalun
maahiruuna

“Helwan has many factories where there are skilful
workers,

وَفِيهَا عَامِلَاتُ تَشِيطَاتُ .

wafihaa ḥaamilaatun naṣṣiṭatun
and active women workers.”



سَمِيرَةُ : هَيَّا نُشَاهِدْ مَصَنَّعَ الْحَدِيدِ وَالْأَسْلَبِ .

samiratu hayya nušahid masnafa ihadiidi wassulbi
Samira: " Let's go and see the Iron and Steel Factory .

وَقَبْلَ الْغَرْوَبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lquruubi rakibu lqitaara pilaa lqaahirati
Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

ئۇمۇم راھىسىن پىلاا ماناازىلىھىم وەھۇم ياقۇلۇن
They returned home saying :

حُلْوَانُ مَشْتَىْ جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتَعَةِ وَالْعَمَلِ .

hulwaanu maštan jamilun hulwaanu madinatu imurfiati wašamali
" Helwan is a beautiful winter resort: Helwan is the city of pleasure and (hard) work. "

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, an animal, or a thing.

Examples :

نبيل - نهاد - شجرة - مرض - بقرة

b - A verb denotes an action at a certain time.

Examples :

شرب - يشرب - اشرب

c - A word which is not a noun or a verb is a *particle*.

Examples :

من - الى - هل - في

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples :

ركب - رجع

b - The present (verb) denotes an action that takes place in the present or the future.

Examples :

يركب - يرجع

c - The imperative expresses a request or an order.

Examples :

اركب - ارجع

3. A noun is either *masculine* or *feminine*.

masculine - حسان - طائر - مرض

feminine - نعامة - شجرة - مائدة

النَّادِمَةُ الْمَرْبُوْتَةُ (ة - ة).

Some feminine nouns however do not have the feminine ending.

Examples :

نهاد - أذن - عين - قدم

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قَطَارٌ - مَضْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قَطَارَانِ - مَضْنَعَانِ

The dual is formed by adding « مَنِ » or « بَنِ » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِبَّحَيْنِ ،

c - A plural noun denotes more than TWO.

Examples:

أَصْدِيقَاءُ - فَلَاحَوْنَ - فَلَاحَاتُ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « مُنِ » or « بَنِ » to the masculine singular.

فِي الْمَصَانِعِ عَمَالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصَنِعِ عَمَالًا مَاهِرَيْنَ .

2. The *sound feminine plural*. It is formed by adding « نَاتِ » to the feminine singular.

فَلَاحَاتُ - شَجَرَاتُ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِيقَاءُ - شَجَرَةٌ ← أَشْجَارٌ .

EXERCISES

تمرينات

1. Indicate the nouns, the verbs and the particles in the following sentences:

- 1 - تَشْتَرِيْحُ فِي الْحَدِيدَةِ الْيَابَانِيَّةِ .
- ب - جَلَسَ تَبَيَّلُ عَلَى مَقْعِدٍ مُرِيْحٍ .
- ج - شَاهَدَ الْأَصْدِيقَةَ مَضْنَعَ الْحَدِيدِ وَالصُّلْبِ .
- د - عَادَ أَخْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

- 1 - رَكِبَ الْأَصْدِيقَةَ إِلَى
- ب - الْأَصْدِيقَةَ إِلَى عَيْوَنِ الْمِيَاهِ الْمَعْدِنِيَّةِ .
- ج - نَهَادُ فِي شَجَرَةَ .
- د - هَيَا تُشَاهِدُ الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

- 1 - حُلْوَانُ مَدِينَةُ جَمِيلَةُ .
- ب - شَمْسُهَا مُشَرِّقَةُ .
- ج - جَوْهَرَا دَافِيُّ .
- د - هَوَأُوهَا جَافُ .
- ه - حُلْوَانُ مَدِينَةُ الْمُتَعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

- 1 - نَهَادُ وَسَمِيرَةُ صَدِيقَتَانِ .
- ب - أَنَا وَأَنْتَ صَدِيقَانِ .
- ج - جَلَسَ الصَّدِيقَانِ عَلَى مَقْعِدَيْنِ مُرِيْحَيْنِ .
- د - مَصَانِعُ حُلْوَانَ كَثِيرَةُ .
- ه - فِيهَا عَمَالُ مَاهِرُونَ وَعَامِلَاتُ نَشِيطَاتُ .

الدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

Paddargu maasiyu walxamsuuna

Lesson Fifty Nine



الجَامِعَةُ

Paljaamiratu

The University

حَاتِمُ أَتَمَ الدَّرَاسَةَ الثَّانِيَةَ .

haatimun Putamma ddiraasatu eeaanawiyyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمُ الْجَامِعَةَ .

da3ala haatinunu ljaamirata
Hatem joined the University.

حَاتِمُ يَسْكُنُ بِجَوارِ نَبِيلٍ .

haatimun yiskunu bijwaari nabibil
Hatem lives next door to Nabil.

نَبِيلُ قَالَ لِأَخْتِهِ نِهَادَ :

nabilun qaala li3uxuhi nihad
Nabil said to his sister Nihad.

حَاتِمُ أَقْبَلَ ، سَادَهَبَ إِلَيْهِ ،

haatimun Paqbala sa?ahabu ?ilayhi
“Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةِ دَخَلَ .

wa?as?aluhu fii Payyi jaamisatin daxala
and ask him which university he has joined.”

نَبِيلٌ : فِي أَيِّ جَامِعَةِ أَنْتَ يَا حَاتِمُ ؟

nabiilun fii Payyi jaamisatin ?anta yaa haatimu
Nabil: “ In which University are you Hatem? ”

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ?anaa fii jaamisati lqaahirati
Hatem: “ I am in Cairo University. ”

نَبِيلٌ : فِي أَيِّ كُلْيَّةِ دَخَلْتَ ؟

nabiilun fii Payyi kulliyyat daxalta
Nabil: “ Which college have you joined? ”

حَاتِمٌ : دَخَلْتُ كُلْيَّةَ الْهِنْدَسَةِ .

haatimun daxaltu kulliyata lhandasati
Hatem: “ I have joined the College of Engineering. ”

نَبِيلٌ : كَمْ كُلْيَّةً فِي الْجَامِعَةِ ؟

nabiilun kam kulliyatan fi ljaamisati
Nabil: “ How many colleges are there in the University? ”

حَاتِمٌ : فِي الْجَامِعَةِ كُلْيَاتٌ كَثِيرَةٌ .

haatimun fi ljaamisati kulliyatun ka?iratun
Hatem: “ The University has many colleges. ”

فِيهَا كُلِيَّةُ الطِّبِّ . وَكُلِيَّةُ الصَّيْدَلَةِ . وَكُلِيَّةُ الطِّبِّ الْبَيْنَطِرِيِّ .

fiha kulliyatu tibbi wakulliyatu ssaydalati wakulliyatu tibbi ibaytariyyi
There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine.

وَكُلِيَّةُ الْعُلُومِ ، وَكُلِيَّةُ الْإِقْتِصَادِ ، وَكُلِيَّةُ التَّجَارَةِ .

wakulliyatu tiblumi wakulliyatu liqtsaadi wakulliyatu tijaarati
the College of Science, the College of Economics, the College of Commerce.

وَكُلِيَّةُ الْأَدَابِ ، وَكُلِيَّةُ الْحُكُومِ .

wakulliyatu tibaabi wakulliyatu ihuquqi
the College of Arts and the College of Law.

وَفِي كُلِّ كُلِيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafi kuli kulliyatin Paqsaamun muxtalisatun
Each college has various departments."

نَبِيلٌ : كَمْ جَامِعَةٌ فِي جُمْهُورِيَّتِنَا ؟

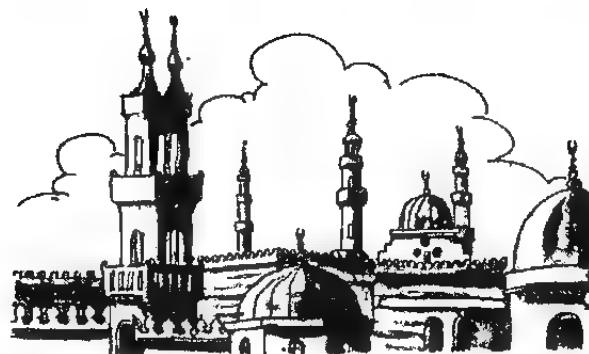
nabilen kam jaamisatan fi jumhuuriyyatinaa
Nabil : " How many Universities are there in our Republic ? "

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fi jumhuuriyyatinaa jaamisatun kaatiratun
Hatem : " There are many universities in our Republic . "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكَنْدَرِيَّةِ ،

fihaa jaamisatu sayni xamsin wajaamisatu tazheri wajaamisatu tiskandariyyati
There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria.



وَجَامِعَةُ أَسْيُوطُ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaami'atu ḡasyuuta wajaami'atu Imansuuriati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِّنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ḡjaami'ati ṭalabatun min bilaadin ɻuxraa
Nabil: "Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِّنْ أَنْحَاءِ الْعَالَمِ .

haatimun na'am biljaami'ati ṭalabatun min ɻanhaazi ɻaalami
Hatem: "Yes, there are students from all parts of the world in the University."

وَجَامِعَاتُنَا تُرْحَبُ بِكُلِّ طَالِبٍ .

wajaami'atunaa turhhibu bikulli ṭaalibin
Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمٌ .

nabiilun ſukran laka yaa haatimu
Nabil: "Thank you, Hatem."

أَنْتَ الْآنَ تَسْتَعْلِمُ وَغَدَّا تَكُونُ مُهَنْدِسًا عَظِيمًا .

7anta ɻaana tatafallamu wagadan takuunu muhandisan ḥadjiiman
Now you are studying and in the future you will be a great engineer."

1. Read the following words:

درس	قسم	كلية	جامعة
darsun	qismun	kulliyatun	jaamiiyatun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* (نكرة).

2. Read the following words:

haatimun (Halim - a person's name)	حاتم
nabiilun (Nabil - « « «)	نبيل
nihaadu (Nihad - « « «)	نهاد
Jaamiiyatun (the university)	الجامعة
kulliyatu ssaydalati (the College of Pharmacology)	كلية الصيدلة
Panaa (١)	أنا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* (مُعرفة).

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

ćıriñat

EXERCISES

1. Fill in the blanks with suitable nouns:

(ا) أَقْبَلَ سَادِهَبُ إِلَيْهِ .
 (ب) أَتَا فِي الْقَاهِرَةِ .
 (ج) دَخَلَ حَاتِمُ كُلِّيَّةِ
 (ج) أَرْجُو أَنْ تَكُونَ مُهَنْدِسًا

2. Rearrange the words on each line to form a complete sentence:

(ا) يَهَادَ - قَالَ - لِأَخْتِيهِ - تَبِيلُ .
 (ب) حَاتِمُ - سَادِهَبُ - أَقْبَلَ - إِلَيْهِ .
 (ج) أَنَا - الْقَاهِرَةِ - جَامِعَةِ - فِي .

3. Indicate the indefinite nouns in the following sentences:

(ا) دَخَلَ حَاتِمُ الْجَامِعَةِ .
 (ب) فِي كُلِّ كُلِّيَّةِ أَقْسَامٍ مُخْتَلِفَةٍ .
 (ج) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

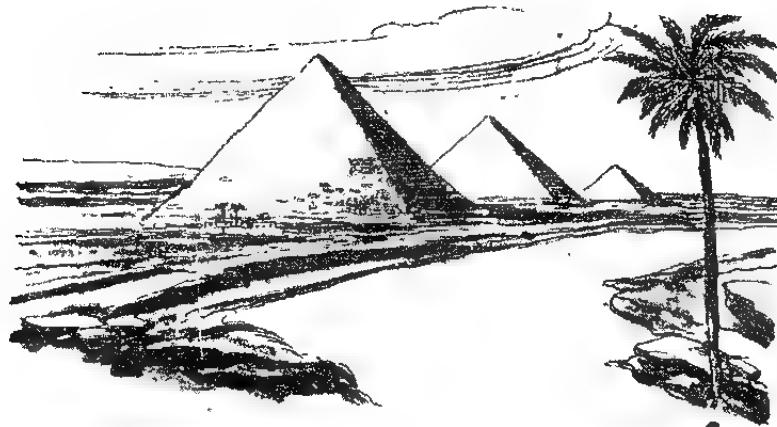
4. Indicate the definite nouns in the following sentences:

(ا) فِي أَيْ جَامِعَةِ أَنْتَ يَا حَاتِمُ ؟
 (ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .
 (ج) دَخَلْتُ كُلِّيَّةَ الْهِنْدِسَةِ .

الدُّرُسُ الْسُّتُونُ

Paddarsu ssittunna

Lesson Sixty



أَهْرَامُ الْجِيزةِ

Pahraamu ljiizati

The Pyramids of Guiza

أَتَمْ حَاتِمْ دِرَاسَتَهُ فِي الْجَامِعَةِ .

?atamma haatimun diraasatahu fi ljaamisati
Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baieatin diraasiyyatin ?ila lxaariji
And went abroad on a study mission.

فَعَرَفَ كَثِيرًا مِنَ الْأَصْدِيقَاءِ .

fa?asafa kaeiiran mina l?asdiqaati
He made many friends there.

وَبَعْدَ عَودَتِهِ إِلَى بَلَادِهِ ،

wabañda ñawdatihi Pilaa bilaadihu
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِستانَ .

zaarahu ñadiiqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْأَثَارِ .

waragiba ñadiiquhu fi ziyaarati bañdi l?aaeaari
He wished to visit some monuments.

فَقَالَ لَهُ حَاتِمٌ : سَتَرِي الْيَوْمَ أَهْرَامَ الْجِيزةَ .

faqaala lahu haatimun sanara lyawma Pahraama ljiizati
So Hatem told him, "We are going to see the Pyramids of Guiza today."

وَرَكِبَ الصَّدِيقَانِ السَّيَارَةَ .

warakiba ñadiiqaañi ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa fi ñaariñi lbarami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَدٍ وَصَلَتِ السَّيَارَةُ إِلَى الْأَهْرَامِ .

wabañda muddatin wañlati ssayyaaratu ñila l?ahraami
After a while the car arrived at the Pyramids.

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ñadiiqu ñaraa oalaata Pahraamin
Hatem's friend said, "I see three Pyramids."

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزةِ .

faqaala haatimun biya Pahraamu ljiizati
Hatem said, "They are the Pyramids of Guiza.

الْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

Paharamu lAkbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعْ .

waIharamu lQawsatu banaahu xafrauu
The middle Pyramid was built by Chefron.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعْ .

waIharamu lPasgaru banaahu mangaraSu
The small Pyramid was built by Menkaure.



وَفِي سَقَارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafli saqqaarata haramun mudarrajun banaahu zuusaru
At Sakkara there is the Step Pyramid built by Zoser."



مَا هَذَا الْأَسْدُ يَا حَاتِمٌ ؟

maa haaBa lPasadu yaa haatimu
What's that lion, Hatem?

هَذَا تِمَنَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaDaa timeaalu Pabi lhawli yaa sadiiqii
This is the Sphinx, my friend.

(الكتاب الثاني ج ١ - ٢ - انجليزي)

جَسْمُهُ جَسْمُ أَسْدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu Pasadin wara?suhu ra?su Pinsaanin
It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafī lmasaa?i tasma?u sawtahu
At night you hear it talk (hear its voice) .

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التَّمَاثَلُ ؟

Sajibun kayfa yatakallamu ttimeaalu
Strange ! How can a statue talk ?

إِنْتَظِرْ وَسَرِّي وَتَسْمَعْ .

Pinta?ir wasataraa watasma?u
Wait , see , and hear

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبْوَ الْهَوْلِ .

wafī lmasaa?i Padaa?ati lPahraamu wa?abu lHawli
In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَ كُلُّ هَرَمٍ تَارِيْخَهُ .

waqassa kullo haramin taariixabu
Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَ تَارِيْخَهُ .

watakallama ?abu lHawli waqassa taariixabu
The Sphinx talked and told its history, too.

وَأَنْتَهَى عَرْضُ الصَّوْتِ وَالضَّوءِ .

wantahaa ?ardu ssawti waddaw?i
The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala ssadiiqu lihaatimin
Hatim's friend said to him,:

بِلَادُكُمْ جَمِيلَةٌ وَآثَارُهَا عَظِيمَةٌ

bilaadukum jamiilatun wa?aa?aruhaa fa?ximatun
“Your country is beautiful and its monuments are great.”

GRAMMATICAL NOTES

الملامحات النحوية

1.	مُنْقَرِعٌ	مُنْقَرِعٌ	خُوفُو	حَاتِمٌ
	manqaraSu	xafraSu	xxuusu	haatimun

أَبُو الْهَوْلِ	سَقَارَةٌ	الْجِيَزَةُ	رُوسَرُ
?abu hawli	saqqaaratu	?aljiizatu	zuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun*.

2.	أَسَدٌ	سَيَارَةٌ	صَدِيقٌ	جَامِعَةٌ
	Pasadun	sayyaaratun	sadiiqun	jaamiyatun

الْأَسَدُ	السَّيَارَةُ	الصَّدِيقُ	الجَامِعَةُ
?alPasadu	?assayyaaratu	?assadiiqu	?aljaamiyat

Each noun on the first line is indefinite. But with the definite article Pal (الـ) attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article Pal (الـ).

EXERCISES

مرينات

1. Fill in the blanks with suitable proper nouns:

ا - أَنَّمْ درَاسَتَهُ فِي الجَامِعَةِ .
 ب - الْهَرَمُ الْأَكْبَرُ بَنَاهُ
 ج - الْهَرَمُ الْأَوْسَطُ بَنَاهُ
 د - جِسْمُهُ جِسْمُ أَسِدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .
 ه - الْأَهْرَامُ الْثَلَاثَةُ فِي

2. Fill in the blanks with nouns defined by (jj):

(١) عَرَفَ حَاتِمٌ كَثِيرًا مِنْ
 (٢) مَا هَذَا يَا حَاتِمٌ ؟
 (٣) الْأَكْبَرُ بَنَاهُ خُوفُو .

3. Prefix (jj) to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ - مَكْتَبَةٌ - مُدَرِّسٌ - جَامِعٌ - فَلَاحٌ

الدُّرُسُ الْحَادِي وَالسُّتُونُ

Paddarsu Ihaadii wassituuna
Lesson Sixty One



الْعَمَلُ

PaSamalu
Work

قالَ الْفَلَاحُ لِابْنِهِ :

qaala Ifallaahu libnihi
The farmer said to his son,

أَنَا أَعْمَلُ فِي الْحَقْلِ .

Panaa PaSamalu fi Ihaqli
“I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِي الْمَدْرَسَةِ .

waTanta tataSamalu fi Idrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

naHnu naSamalu wanataSamalu
We work and learn.”

قَالَتِ الْبَنْتُ لِأَخْتِهَا :

qaalati lbintu li?uxtihaa
The girl said to her sister,



أَنَا عَامِلَةٌ فِي الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ
فِي الْمُسْتَشْفَى .

Panaa qasamilatun fi lmaanaSi wa?anti
tabiibatun fi lmustafaa
"I am a worker at the factory and you are
a doctor at the hospital."

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَّا .

nahnu na?imalu wanaxdumu wa?anansaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala ?waladu liwaalidayhi
The boy said to his parents,



أَنْتُمَا أَلَآنَ تَسْتَرِيحَانِ .

Pantuma l?aana tastariihaani
"You (two) are resting now."

وَأَنَا وَلَمَّا خَوْتَى نَخْدُمُكُمَا .

wa?anaa wa?icwatii naxdumukumaa
I and my brothers look after you."

نَخْنُ نَعْمَلُ مِنْ أَجْلِ أَشْرَقَنَا وَوَطَنَنَا .

naħnu naħħalu min Pajji Pusratinaa wawatħaninaa
We work for our family and country."



قَالَ النَّاقِدُ لِلْمُمْثَلِينَ :

qaala ّnaaqidu liimūma-eiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحْفُونَ التَّهْنِيَّةَ .

Pantum taħbiqquna tħalliñiata
" You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَذَلَ جُهْدَهُ .

kullu waħħidin minkum baħala juhdahu
Each one of you did his best,

وَأَدَى دَوْزَرَةً بِسَجَاحِ .

wa?addaa dawrahu binajaaħin
and played his part successfully."

ثُمَّ التَّقَتَ إِلَى الْمُمْثَلَاتِ وَقَالَ :

oħumma itafata 7ila īnuma-eilaati waqqaala
Then he turned to the actresses, and said,

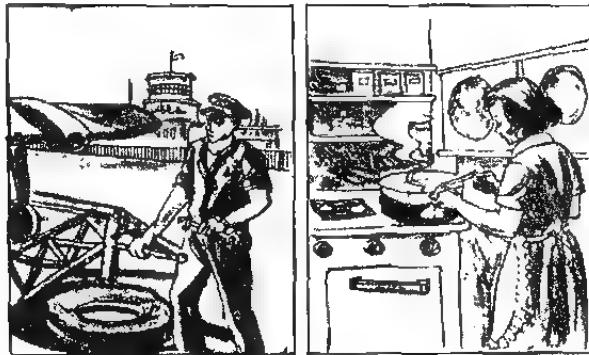
أَنْتُنْ جَدِيرَاتٌ بِالْتَّصْفِيقِ .

Pantunna jadiiraatun bittasfiqi
" And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدْتُ دَوْرَهَا بِسَرَّاعَةٍ .

kullu waahidatin ɻaddat dawrahaa bibaraafatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٍ بِالْتَّصْفِيقِ ، وَهُنْ يَسْتَحْفَفُونَ التَّهْنِيَّةَ .
qaala imuxriju naʃam hunna jadiiraatun bittasfiqi wahum yastahiqquuna itahniata
The director said : " Yes, they (the actresses) are worthy of applause, and
they (the actors) deserve to be congratulated. "



الزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

Pazzawjatu taʃmalu fi ɻbayti
The housewife works at home.

هِيَ تَغْسِيلُ وَتَكْنِسُ وَتَطْبِخُ وَتَرْبِيُ الْأَوْلَادِ .

hiya tagsilu wataknisu wataṭbu Xu waturabbi l-rawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَطَارِ . وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʃmalu fi l-mataari wahuwa yaʃmalu tuula nnahaari
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَرْجُعُ إِلَى الْبَيْتِ .

wafi l-masaari yaʃuudu ɻila ɻbayti
In the evening he returns home.

وَيَعْدُ الْعَشَاءَ يَجْلِسُ الْوَالِدَانَ حَوْلَ الرَّادِيوِ .

wabañda iñašaañi yajisu iwaalidaani hawla rrāadyoo
After supper the parents sit by the radio.

هُمَا يُحِبُّانِ الْأَغْنَانِيَّ وَالْأَحَادِيثَ .

humaa yuhibbaani i?agaaniya wal?ahaadii?ea
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaðhabu i?awlaadu ?ilaa hujratihim
The children go to their room.

هُمْ يُحِبُّونَ اللَّيْبَ بِاللَّعْبِ .

hum yuhibbuuna i?la?ba billu?abi
They like to play with toys.

هَذِهِ أُشْرَةُ سَعِيدَةٍ .

haadhihi ?usratun safiidatun
This is a happy family.

GRAMMATICAL NOTES

الملاحظات النحوية

1. Personal pronouns are of two kinds: *separate* and *suffixed*.
2. Following is a table containing the separate pronouns in Arabic.

الغائب Third Person	المخاطب Second Person	المتكلم First Person	
المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	
هيـ she	هوـ he	أنتـ you	أناـ I
همـا they		أنتـمـا you	نـحنـا we
هـنـهـ they	هـمـ they	أنتـنـ you	نـحنـنـ we

3. Note that the first person personal pronouns **أنا - نـحنـا** are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons **أنتـمـا - هـمـا**, are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

مرينات

EXERCISES

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

ا - أنا مهندس .
 ب - هم استمعوا إلى الراديو .
 ج - نحن طلاب في كلية الطب .
 د - أنت عاملة ماهرة .
 ه - أنت صديقان مخلصان .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أنت - نحن - هما - أنتنا - هم)

ا - يحبان الأغانى والأحاديث .
 ب - يحبون اللعب باللعبة .
 ج - نعمل ونخدم وطننا :
 د - قال الناقد للممثلات : جليرات بالتصفيق .
 ه - قال الوالد لوالدته : الآن تستريحان .

3. Fill in the blanks with suitable pronouns:

ا - زوجان سعيدان .
 ب - نعمل من أجل أسرتنا ووطننا .
 ج - تعلمين في المستشفى .
 د - يجلسان حول الراديو .
 ه - يعمل في المطار .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أنت ممثل ماهر.

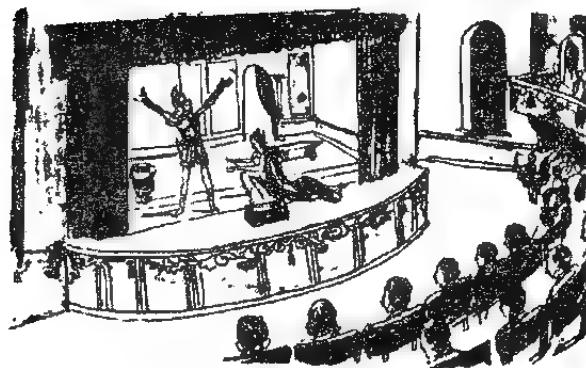
5. Rewrite the following sentence replacing the pronoun **هُوَ** by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ.

الْلَّرْسُ الثَّانِي وَالسِّتُّونُ

Paddarsu ^{ee}aanii wassituuna

Lesson Sixty Two



فِي الْمَسْرَحِ

fi masrahi

At the Theatre

دَخَلَ سَالِمٌ وَّنَبِيلٌ الْمَسْرَحَ ،

daxala saalimun wanabiijumu masraha
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَارِدَيْنِ .

wajalasa fii maqadayni mutajaawirayni
and sat next to each other.

وَأَمْتَلَاتِ الْمَقَاعِدِ بِالْمُتَقَرِّجِينَ .

wamtalaat ^{ad} maqasidu bilmutafarrijina
The seats were occupied by the spectators.

قَرَأَ نَبِيلُ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ .

qara'a nabiiłunu ibarnaamaja ilaađii fi yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

waśarafa sma riwaayati ilatii sayušaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِي يَقُومُ بِدَورِ الْبَطَلِ ،

waśarafa lmumaaeila ilaađii yaquumu bidawri ibatali
He knew the actor who was going to play the part of the hero.

وَالْمُمَثِّلَةِ الَّتِي تَقْوَمُ بِدَورِ الْبَطَلَةِ .

walmumaaeilaati ilatii taquumu bidawri ibatalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقْوُمُونَ بِأَدْوَارِ الرِّجَالِ ،

waśarafa lmumaaeiliina ilaađiina yaquumuuna bi?adwaari rijsaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ الَّتِي يَقْعُنُ بِأَدْوَارِ النِّسَاءِ .

walmumaaeilaati ilatii yaqumna bi?adwaari nnisaati
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَقَاتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

wabada qaliilin intafa?ati l?anwaaru ilatii fi iqaa?ati
After a while, the lights in the hall went off.

وَبَدَا التَّمْثِيلُ .

wabada?a ttameiliu
The play began.

وَبَعْدَ ثَلَاثٍ سَاعَاتٍ اتَّهَمَتِ الْمُسَرِّحَةُ .

wabada?a salasei safaatun intahati imasrahiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسَرَحِ .

waxaraja saalimun wanabilun mina lmasrahi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسَرَحِ ؟

maa3aa 3afjabaka fi lmasrahiyyati
"What did you like in the play?"

قَالَ نَبِيلٌ :

qaala nabiliun
Nabil said,

أَعْجَبَنِي الْمُمَلِّكَانِ الْلَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

3afjabatni limumaae ilataani lataani 3aharataa fi ifa3li lPawwali
"I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ الَّذَانِ كَانَا فِي الْفَصْلِ الْآخِرِ .

walmuganniyaani lla3aani kaanaa fi ifa3li lPaxiiri
and the two singers who took part in the last act."

1. <u>Pallaðii</u>	الذى
<u>Pallatii</u>	التي
<u>Pallaðaani</u>	اللذان
<u>Pallataani</u>	اللثان
<u>Pallaðiina</u>	الذين
<u>Pallaatii</u>	اللاتي

The words listed above are the *relative pronouns* in Arabic.

2. Pallaðii **الذى** is the relative pronoun for the masculine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثَّلَ الذى يَقْتُلُ يَدُورِ الْبَطْلِي .

is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامِجَ الذى فِي يَدِهِ .

is related to البرنامِج (a thing).

3. Pallatii **التي** is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثَّلَةَ التي تَقْتُلُ يَدُورِ الْبَطْلَةِ .

is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

الرواية is related to (a thing).

4. ٢ - Pallaħaani اللذان is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُعْنَيَّانِ اللذانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

اللذان is related to (human dual). المعنيان

أَعْجَبَنِي الْكِتَابَانِ اللذانِ قَرَأْتُهُمَا .

الكتابان is related to (non-human dual). اللذان

٥ - Pallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَنِي الْمُمْثَلَتَانِ - اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأُولِ .

اللستان is related to (human dual). الممثلتان

أَعْجَبَنِي الْمَسْرِحَيَّاتِانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللستان is related to (non - human dual). المسرحيتان

٥. Pallaħihaanَ الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُمْثَلِينَ الَّذِينَ يَقْوِمُونَ بِأدْوَارِ الرِّجَالِ .

٦. Pallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُمْثَلَاتِ الَّاتِي يَقْمِنُ بِأدْوَارِ النِّسَاءِ .

7. Pallatii الّتِي is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الّتِي فِي الْقَاعَةِ .

الجمع Plural		المثنى Dual	المفرد Singular	
غير عاقل Non-human	عاقل Human	عاقل و غير عاقل Human & Non-human	عاقل و غير عاقل Human & Non-human	النوع Gender
الّتِي	الّذِينَ	اللّذَيْنِ	اللّذَانِ	الذِي
الّتِي	اللّاّتِي	اللّتَيْنِ	اللّتَانِ	المؤنث Feminine

تمرينات

EXERCISES

1. Fill in the blanks with suitable relative pronouns:

(ا) الرِّوَايَةُ شَاهَدُهَا سَالِمٌ وَتَبَيَّلَ جَمِيلَةُ .

(ب) أَعْجَبَنِي الْمُمَثَّلُ قَامَ بِدَوْرِ الْبَطَلِ .

(ج) صَحِّكَ الْمُتَقْرِّبُونَ . . . شَاهَدُوا الرِّوَايَةَ .

(د) أَعْجَبَنِي الْمُمَثَّلَةُ . . . قَامَتْ بِدَوْرِ الْبَطَلَةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

(ا) الْحَقِيقَيْةُ يَحْمِلُهَا رَأْشَدٌ صَغِيرَةُ . (اللذان . التي . اللذين)

(ب) الْحَبْزُ يُضْطَعُ مِنَ الْقَمْنَعِ لَذِيْدُ . (اللاتي . اللثان . الذي)

(ج) الْفَلَاحَاتُ يَخْلُبُنَ الْبَقَرَةَ تَشِيطَاتُ . (اللثان . اللاتي . التي)

(د) الْطَّائِرَةُ تَطْبِيرُ فِي الْهَوَاءِ سَرِيعَةُ . (التي . الذي . الذين)

(ه) الْتَّلْمِيذَانِ ذَاكِرَا ذُرُوفَهُمَا تَاجِحَانِ . (التي . اللثان . اللذان)

3. المُمَثَّلَةُ الَّتِي عَلَى الْمَسَرَحِ بَطَلَةُ .

a - Replace the noun المُمَثَّلَة by its dual form and make other necessary changes.

b - Replace the noun المُمَثَّلَة by its plural form and make other necessary changes.

٤. الفلاح الذي في الحقل مجتهداً.

a - Replace the noun **الفلاح** by its dual form and make other necessary changes.

b - Replace the noun **الفلاح** by its plural form and make other necessary changes.

الدُّرْسُ الثَّالِثُ وَالسُّتُونُ

Paddarsu eeaalieu wassituuna
Lesson Sixty Three



مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiiin wamajallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِي مَجَلَّتَهُ كُلَّ أُنْسُوْعٍ .

nabiiun yaftarii majallatahu kulla pusbuuSin
Nabil buys his magazine every week.

وَنِهَادٌ تَشْتَرِي مَجَلَّتَهَا كُلَّ أُنْسُوْعٍ .

wanihaadu taftarii majallatahaa kulla pusbuuSin
And Nihad buys her magazine every week.

فَأَلَّا نَبِيلُ لِوَالِدِيهِ :

qaala nabiiun liwaalidihii
Nabil said to his father,

هَذَا هُوَ الْعَدْدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

haadha huwa haadu ijadiidu min majallati
"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لِوَالِدِهَا :

waqaalat nihaadu jiwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اِشْتَرَيْتُهَا هَذَا الصَّبَّاغَ .

haaibibi majallatii riistaraytuhaa haaða ssabaaha
"This is my magazine. I bought it this morning."

سَأَلَ سَالِمَ ابْنَهُ :

saðala saalimuni bnahu
Salim asked his son,

هَلْ أَعْجَبَكَ الْعَدْدُ الْجَدِيدُ ؟

hal ðaðabaka ñadadu ðjadiidu
"Did you like the new issue?"

أَجَابَ نَبِيلُ :

ðajaaba nabílun
Nabil answered,

تَعَمْ يَا أَبِي ، أَفْضَلُهُ عَلَى عَدْدِ الْأَسْبُوعِ الْمَاضِي .

naðam yaa ðabii ðufaddihuhaa ñadaði ðusbuufi ñmaadii
"Yes, father. I prefer it to last week's issue."



هَذَا الْعَدْدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaða ñadadu xayrun min ðaaðika ñadadi
"This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الْأَشْبُوعَ ، وَهِيَ لَطِيفَةً أَيْضًا هَذَا الْأَشْبُوعَ .

kaanat majallati latifatan daalika i?usbuu?a wahiya latifatun ?aydan
haa?aa i?usbuu?a

“ Last week's magazine was nice. This week's magazine is nice, too.

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةُ وَهَذِهِ الْمَرَّةُ .

hiya latifatun tilka imarrata wanaadini imarrata
It was nice that time and it is nice this time.”

سَأَلَ سَالِيمَ ابْنَتَهُ :

sa?ala saalimuni bnatahu
Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكِ هَذَا الْأَشْبُوعَ ؟

man ?abtaalu majallati haa?aa i?usbuu?a
“ What heroes (characters) are in this week's magazine ? ”

فَتَحَتْ نِهَادُ مَجَلَّتِهَا وَقَالَتْ :

fatahat nihaadu natahaa waqaatalar
Nihad opened her magazine and said,

هَذَا بَطَلُ ، وَهَذَا بَطَلُ ، وَهَذِهِ بَطَلَةُ ، هَوَلَاءُ أَبْطَالُ مَجَلَّتِي .

haa?aa batalun wahaa?aa batalun wahaa?ihi ba?alatun ha?ulaa?i ?abtaalu
majallati

“ This is a hero and this is a hero and this is a heroine. These are the heroes
of my magazine . ”

وَسَأَلَ سَالِيمَ ابْنَهُ :

wasa?ala saalimuni bnahu
Salim asked his son,

كَمْ قِصَّةٌ فِي مَجَلَّتِكِ هَذِهِ الْمَرَّةُ ؟

kam qissatan fii majallatika haa?ihi imarrata
“ How many stories are there in your magazine this time ? ”

فَتَحَّ فَتَحَّ نَبِيلُ مَجَلَّتَهُ وَقَالَ :

fataha nabiiun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، هَذِهِ قِصَّصُ ثَلَاثٌ .

haaðihi qissatun waħħaaðihi qissatun waħħaaðihi qissatun haaðihi qisasun eaħħaeun
“This is a story and this is a story and this is a story These are three stories.”

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبْتَكَ هَذِهِ الْقِصَّصُ يَا نَبِيلُ ؟

wahal Paqjabatka haaðihi lqisasu yaa nabili
“Did you like these stories, Nabil ?”

أَجَابَ نَبِيلُ :

Paqasba nabiiun
Nabil answered,

تَعَمْ يَا آبَيِّي . أَفْضَلُهَا عَلَى قِصَّصِ الْأَسْبُوعِ الْمَاضِي .

nafam yaa Fabii Pusaddiluhhaa Salaa qisasi lpushbuus iħmaadji
“Yes, father. I prefer them to last week's (stories).”

هَذِهِ الْقِصَّصُ خَيْرٌ مِنْ تِلْكَ الْقِصَّصِ .

haaðihi lqisasu xayrun min tilka lqisasi
These stories are better than those (last week's).”

هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .

haaðulaaði lPabtaalu Paqðamu min Pulaaðika lPabtaali
These heroes are greater than those (last week's) heroes.”

المُلَادِخَاتُ النُّخُوَيَّةُ

GRAMMATICAL NOTES

1. haaðaa هَذَا, haaðihi هَذِهِ, haaðulaaði هَذُلَاءُ are demonstrative pronouns denoting what is near the speaker.

(a) هَذَا بَطَلٌ . هَذَا هُوَ الْعَدْدُ الْجَدِيدُ .
هَذِهِ بَطَلَةٌ . هَذِهِ مَجَلَّتِي .

haaðaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).

haaðihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human (مجلة).

هَذُلَاءُ أَبْطَالُ مَجَلَّتِي . (b)

haaðulaaði هَذُلَاءُ denotes human plurals, either masculine (أبطال) or feminine (بطلات).

هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصُ ثَلَاثٍ . (c)

haaðihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or feminine (قصص).

2. ðaaðika أُولَئِكَ, tilka تِلْكَ, ðaaðika ذَلِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a) ذَلِكَ بَطَلٌ . هَذَا الْعَدْدُ خَيْرٌ مِّنْ ذَلِكَ الْعَدْدِ .
تِلْكَ بَطَلَةٌ . كَانَتِ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرْأَةُ .

ðaaðika ذَلِكَ denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka **تِلْكَ** denotes the feminine singular, either human (بِطْلَة) or non-human (المرَّة).

(b) هُؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .
هُؤُلَاءِ الْبَطَلَاتُ أَعْظَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

Pulaapika **أُولَئِكَ** denotes human plurals, either masculine (الأبطال) or feminine (البطلات).

(c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ .
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka **تِلْكَ** denotes non-human plurals, either masculine (الأعداد) or feminine (القصص).

للبعيد <i>distant</i>	للقريب <i>near</i>	
ذَلِكَ that	هَذَا this	الفرد المذكر <i>masculine singular</i>
تِلْكَ that	هَذِهِ this	المفردة المؤنثة <i>feminine singular</i>
أُولَئِكَ those	هُؤُلَاءِ these	الجمع العاقل <i>plural (human)</i>
تِلْكَ those	هَذِهِ these	الجمع غير العاقل <i>plural (non-human)</i>

تمرينات

EXERCISES

1. Fill in the blanks with suitable demonstrative pronouns:

(ا) هو العدد الجديد من مجلتي .

(ب) مجلتي اشتريتها الصباح .

(ج) هذا العدد خير من العدد .

(د) هذه القصص خير من القصص .

(ه) أبطال مجلتي .

2. Fill in the blanks with « هذه » or « هذَا » :

(ا) الغراب يشرب من القناة .

(ب) غراب ، و حمام .

(ج) بطة ، و وزة .

(د) أعمدة التلبيتون والتلغراف .

(ه) البيت صحي .

3. Fill in the blanks « تلك » or « ذلك » :

(ا) القصر جميل .

(ب) أغلقوا النوافذ عند النوم .

(ج) السور مرتفع .

(د) تأوره جديدة .

(ه) هذه ساعة جديدة و ساعة قديمة .

4. Fill in the blanks with : «أولئك» or « تلك» or «ذلك» :

- ١ - تَقِفُ الطَّائِرَةُ فِي الْمَطَارِ .
- ٢ - الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .
- ٣ - الطَّيَّارُ يَرْكَبُ الطَّائِرَةِ .

5. Replace «هؤلاء» by «هذا» and make other necessary changes:

- ١ - يَسْتَرِيحُ هَذَا الْعَامِلُ .
- ٢ - يُلَوِّحُ هَذَا الصَّدِيقُ بِعَنْدِهِ .
- ٣ - يُمَثِّلُ هَذَا التَّلَمِيدُ عَلَى الْمَسْرَحِ .

الدُّرْسُ الرَّابِعُ وَالسُّتُونَ

Paddarsu rrabi⁹u wassituuna

Lesson Sixty Four



جَمْعُ الطَّوَابِعِ

jam⁹u t̄awaabi⁹i

Collecting Stamps

نَبِيلٌ وَنِهَادٌ يُحِبُّانِ جَمْعَ الطَّوَابِعِ .

nabilun wanhaadu yuhibbaani jam⁹a t̄awaabi⁹i

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادٍ .

haa⁹ihi majmuu⁹atu nabilin wahaa⁹ihi majmuu⁹atu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuu⁹ataani min t̄awaabi⁹i lbarjidi

These are two collections of post stamps.

فَتَحَّ نَبِيلُ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادَ :

fataha nabilun majmuu⁹atahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفَحَةُ لِطَوَابِعِ الْأَرْدُنَّ،

haaðihi ssafhatu liðawaabiði ðPurdunni
•This page is for Jordanian stamps,

وَهَذِهِ الصَّفَحَةُ لِطَوَابِعِ الْعَرَاقِ.

wahaðihi ssafhatu liðawaabiði ðSiraaqi
and this page is for Iraqi stamps.

هَاتَانِ الصَّفَحَتَانِ لِطَوَابِعِ الْأَرْدُنَّ وَالْعَرَاقِ.

haataani ssafhataani liðawaabiði ðPurdunni waðSiraaqi
These two pages are for Jordanian and Iraqi stamps.

أُنْظُرِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ.

?unðurii ðila haaða ðtaabaði waðila haaða ðtaabaði
Look at this stamp and at this stamp.

هَذَانِ طَابَعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ.

haaðaani taabaðaani naadiraani ðarsalahumaa ðadiiqaaani min
haaðayni ðbaladayni ðarabiyyayni
These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَبَادِلُ الرَّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ.

?anaa ðatabaadalu ðrasaa?ila mafaa haaðayni ssadiiqayni
I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمِنٍ طَوِيلٍ.

?aktubu ?ilayhimaa wayaktubaani ?ilayya munðu zamanin tawiiin
We have been corresponding with each other for a long time.

أَرْسَلُ إِلَيْهِمَا طَوَابِعَ جُمُهُورِيَّةِ مِصْرَ الْعَرَبِيَّةِ وَبَرِسْلَانِ إِلَيَّ
طَوَابِعَ الْعَرَاقِ وَالْأَرْدُنَّ.

Pursilu ?ilayhimaa tawaabiða jumhuuriyyati misri ðarabiyyati wayursilaani ?ilayya
tawaabiða ðSiraaqi walPurdunni
I send them Egyptian stamps and they send me Jordanian and Iraqi stamps."



قالت نهاد :

qaalat nibaadu
Nihad said,

وأنا أتبادل الرسائل والطوابع مع صديقة في الجبنة وصديقة في
السودان .

wařanaa Patabaadalu rrasaa?ila waṭṭawaabiha mařa ṣadiiqatin fi lhabašati
wasadiiqatin fi ssuundaani
"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl)
friend in the Sudan."

أعرف هاتين الصديقتين منذ زمن قصير .

Pařisu haatayni ṣṣadiiqatayni munōu zamanin qašiřin
I have known these two friends for a short time.

في مجموعتي طوابع من هذين البلدين الإفريقيين .

fi majmuušati ṭawaabišu min haađayni lbaladayni Ḳifriiqiyayni
In my stamp collection there are stamps from these two African countries."

وفتحت نهاد مجموعتها وقالت :

wafatahat nibaadu majmuušatahaa waqaalat
Nihad opened her stamp collection (stamps album) and said,

أُنْظُرْ إِلَى هَذَا الطَّابِعِ السُّوْدَانِيِّ ، وَإِلَى هَذَا الطَّابِعِ الْجَبَشِيِّ .

Runđur ɻilaas haađa ḥtaabañi ssuudaaniyyi waɻilaas haađa ḥtaabañi ḥhabañiyyi
"Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابَعَانِ أَخْدَثُ الطَّابَعَ فِي مَجْمُوعَتِي .

haađaani ḥtaabañaani ɻahdaeu ḥtawaabiyyi fii majmuuñatii
These two stamps are the latest in my collection."

(الكتاب الثاني ج ١ ٢ - انجليزي)

الِّمَلَحَّاتُ التَّخْوِيَّةُ

GRAMMATICAL NOTES

1. هَذَا طَابَعٌ وَهَذَا طَابَعٌ . هَذَانِ طَابَعَانِ .

أُنْظُرْ إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ . أُنْظُرْ إِلَى هَذَيْنِ الطَّابَعَيْنِ .

هَذَا and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا or هَذَيْنِ . The use of هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةُ تَبِيلٍ . وَهَذِهِ مَجْمُوعَةُ نِهَادٍ . هَاتَانِ مَجْمُوعَتَانِ .

أَكْتُبْ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبْ إِلَى هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَذِهِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ or هَاتَيْنِ . The use of هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

1. Fill in the blanks with suitable demonstrative pronouns:

ا - هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَ مَجْمُوعَةُ نِهَادَ .
 ب - الصَّفَحَتَانِ لِطَوَابِعِ الْأَرْدُنَ وَالْعَرَاقِ .
 ج - الطَّابَعَانِ أَخْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .
 د - الطَّابَعَانِ نَادِرَانِ .
 ه - أَعْرِفُ الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَاتَانِ » or « هَذَانِ » :

ا - الرَّهْرِيَّتَانِ مِنَ الزُّجَاجِ .
 ب - الْفَلَاحَانِ يَتَنَاهَا لَانِ طَعَامَ الْفَدَاءِ .
 ج - الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصْبِ .
 د - صُورَتَانِ مُلَوَّتَانِ .
 ه - قَلْمَانِ رَحِيمَصَانِ .
 و - جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .
 ز - الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هَاتَيْنِ » or « هَذِيْنِ » :

ا - هِنْدُ تَضَعُ الْخَضْرَ فِي السُّلَطَتَيْنِ .
 ب - يَحْمِلُ الْمُسَافِرَانِ الْحَقِيبَتَيْنِ .
 ج - فِي الصُّنْدُوقَيْنِ أَرْزُ وَسُكَّرُ .
 د - قَطَفَتْ وِدَادُ الْوَرَدَتَيْنِ .

هـ - ثَبِيلٌ يَقْصُرُ الطَّابِعُونَ فِي مَجْمُوعَتِهِ .
وـ - يَقْرَأُ التُّلْمِيذَانِ فِي الْكِتَابَيْنِ .

4. Substitute «هَذَا» by «هَذَانِ» and change the rest of each sentence accordingly:

ا - هَذَا حَيَّوَانٌ مُفْتَرِسٌ .
ب - هَذَا فَلَاحٌ كَسَلَانٌ .
ج - هَذَا الطَّيْقَنُ لَدِيدٌ .
د - هَذَا مُذَبِّحٌ لِلأَخْبَارِ .

5. Substitute «هَاتَانِ» by «هَذِهِ» and change the rest of each sentence accordingly:

ا - هَذِهِ رِوَايَةٌ جَمِيلَةٌ .
ب - هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .
د - هَذِهِ سَلَةٌ لِلْمُهْمَلَاتِ .
ج - هَذِهِ الشَّجَرَةُ عَالِيَّةٌ .

الدُّرُسُ الْخَامِسُ وَالسِّتُّونَ

Paddarsu Ixaamisu wassittuuna

Lesson Sixty Five



مُجَلِّدُ الْكُتُبِ

mujallidu ikutubi

The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

haaðihi majallatu nabiilin watilka majallatu nihaada

This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلُ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraða nabiiyun majallatahu wawaðaðahaa ñalaa maktabihi

Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادُ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraðat nihaadu majallatahaa wawaðaðathaa ñalaa maktabihaa

Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

haaðaa maktabu nabiilin waðaalika maktabu nihaada

This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala lwaalidu linabiilin

Nabil's father said to him,

يَا نَبِيلُ ، اجْمِعْ أَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu 7ijmaa' Pa7daada majallatika fii mujalladaatin
"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادَ :

waqaala fnihaada
And he said to Nihad,

وَأَنْتَ يَا نِهَادُ ، اجْمِعِي أَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

wa7anti yaa nihaadu 7ijmaa'ii Pa7daada majallatiki fii mujalladaatin
"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu, linabiilin wanighada
He said to Nabil and Nihad,

اجْمِعْهَا أَعْدَادَ الْبَيْسَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

7ijmaa'aa Pa7daada ssanati lwaahidati fii mujalladin waahidin
"Put the issues of each year together in one volume."

قَالَ نَبِيلُ :

qaala nabiilun
Nabil said,

فَكَرْتُ فِي هَذَا مِنْ قَبْلٍ . سَأَذْهَبُ إِلَى الْمُجَلَّدِ غَدًا .

fakkartu fii haa7aa min qablu sa7ahabu 7ila lmujallidi gadan
"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

sa7alat nihaadu
Nihad asked,

أَيْنَ دُكَانُ هَذَا الْمُجَلَّدِ يَا نَبِيلُ ؟

Payna dukkaanu haa7a lmujallidi yaa nabiilu
"Where is this bookbinder's shop, Nabil ?"

أَجَابَ نَبِيلُ : دُكَانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبَتْ إِلَيْهِ مَرَّةً مَعَ أَحَدٍ
الْأَصْدِقَاءِ .

?ajaaba nabiijun dukkaanuhu fii shaariin qaribin dhahabtu Pilayhi marratan mafaa
Paahadi lPasdiqaa?

Nabil answered, "It's in a nearby street. I have been there once with one of
my friends."

قَالَتْ نِهَادُ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu sahaabu Pilayhi mafaka
Nihad said, "I'll go to it with you."

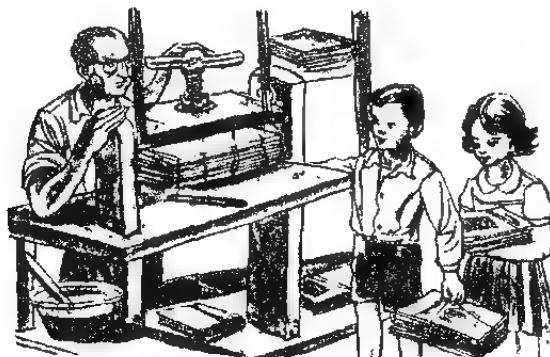
وَفِي صَبَّاحِ الْقَدْ جَمَعَ نَبِيلُ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَّةِ ،
wafi sabaahi lgadi jamaa nabiijun wanihaadu Pasidaada ssanati lmaadiyati
Next morning Nabil and Nihad collected last year's issues,

وَدَهَبَا إِلَى دُكَانِ ذَلِكَ الْمُجَلَّدِ .

waðahabaa Pilaa dukkaani ðaalika lmujallidi
and went to that bookbinder's shop.

نَبِيلُ وَنِهَادُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ .

nabiijun wanihaadu Passalaamu salaykum warahmatu llaahi
Nabil and Nihad, "May peace and God's mercy be upon you."



الْمُجَلَّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ .

?almujallidu waðalaykuma ssalaamu warahmatu llaahi wabarakaatuhu
The bookbinder, "May peace and God's mercy and blessings be upon you, too."

نَبِيلٌ : تُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni lmajmuuSatayni
Nabil: "We would like to have these two collections bound."

الْمُجَلَّدُ : عَنِّي نَوْعٌ مِّنَ التَّجْلِيدِ . النَّوْعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَةً .

?almujallidu Sindii nawfaani mina tajhidi ?annawru laawwalu tajliidun bilqumaaši wahdahu
The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوْعُ الثَّانِي ؟

nihaadu wannawru ŋeaanii
Nihad: "And the other kind?"

الْمُجَلَّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِّنَ الْجَلَدِ .

?almujallidu tajliidun bilqumaaši maša kašbin mina hildi
The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوْعَ الثَّانِي .

nabiilun Paxtaaru nnawfa ŋeaaniya
Nabil: "I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu wa?anaa kašaaliqa
Nihad: "I do, too."

الْمُجَلَّدُ : يَتَبَقَّى اخْتِيَارُ الدُّوْنِ .

?almujallidu yatabaqqa txiyaaru llawni
The bookbinder: "There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ الدُّوْنَ الْأَزْرَقَ .

nabiilun Paxtaaru llawnā ŋazraqa
Nabil: "I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ الدُّوْنَ الْأَخْضَرَ .

nihaadu wa?anaa Paxtaaru llawnā ŋazdara
Nihad: "And I choose the green colour."

الْمُجَلَّدُ : عُرُدَا بَعْدَ أَنْبُوعِ لِاسْتِلَامِ الْمُجَلَّدَيْنِ .

?almujallidu Suudaa baſda ?usbuuSin listilaami lmujalladayni
The bookbinder: "Come back next week to collect the two volumes."

1. We have known five kinds of definite nouns. They are: proper nouns, noun defined by *Pal*, pronouns, relative and demonstrative pronouns.
To these, this lesson adds the construct, the genitive of which is any of these five kinds of definite nouns.

Note that the construct «المضاف» is the noun preceding the genitive «المضاف إليه».

2. هذِيَوْ مَجَلَّةُ تَبِيلٍ ، وَتَلْكَ مَجَلَّةُ نِهَادٍ .

The word «مَجَلَّة» is definite because its genitive is the proper noun «تَبِيل» in the first sentence, and the proper noun «نِهَاد» in the second.

Another example:

هَذَا مَكْتَبُ تَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادٍ .

3. قَرَأَ تَبِيلُ مَجَلَّتَهُ ، قَرَأَتْ نِهَادُ مَجَلَّتَهَا .

The word «مَجَلَّة» is definite because its genitive is the pronoun «أُنْهَاد» in the first sentence and the pronoun «أُنْهَادًا» in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

4. جَمِيعُ تَبِيلٍ وَنِهَادٍ أَعْدَادُ السَّنَةِ الْمَاضِيَّةِ

The word «أَعْدَاد» is definite because its genitive is a noun defined by «السَّنَة» , namely «الْمَاضِيَّةِ» .

Another example:

فِي صَبَّاحِ الْفَدْ .

5. أَيْنَ دُكَانُ هَذَا الْمَجَلِدِ؟

The word « دُكَانٌ » is definite because its genitive is the demonstrative pronoun « هَذَا ».

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَيْنِ .

6. السَّاعَةُ جَائِزَةُ الَّذِي يَفْوُزُ فِي السَّبَاقِ .

?assaa?atu ja?izatu lla?ii yafuuzu fi ssibaaqi
The watch is the prize of that who wins the race.

The word « جَائِزَةً » is definite because its genitive is the relative pronoun « الَّذِي ».

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

?annajaahu Saaqibatu lla?iina yajtahiduuna
Success is the reward of those who work hard.

1. Fill in the blanks with suitable constructs:

(ا) إِجْمَعْ أَعْدَادٍ . . . لَكَ فِي مُجَلَّدَاتٍ .
 (ب) إِجْمَعَا . . . السَّنَةُ الْوَاحِدَةُ فِي مُجَلَّدٍ وَاحِدٍ .
 (ج) ذَهَبَا إِلَى . . . ذَلِكَ الْمُجَلَّدُ .
 (د) السَّلَامُ عَلَيْكُمْ وَ . . . اللَّهُ .

2. Underline the constructs, the genitives of which are definite nouns:

(ا) أَشْرَةُ سَالِمٍ فِي حَجَرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِينَ .
 (ج) أَنَا أُرِيدُ رُؤْيَا الْحَيَّاتِ . (د) مُحَرَّكُ الطَّائِرَةِ يَدُورُ .
 (ه) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِيٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْرِّيَّةٌ .

3. Complete each of the following sentences with a suitable definite noun:

(ا) الْأَسْرَةُ وَاقْفَةٌ فِي ظِلٍّ . . .
 (ب) أَبِي طَبِيبٍ ، دَخَلْتُ كُلْبَةً . . .
 (ج) تَبَيَّلَ صَدِيقُنَا ، تَخَنُّ أَصْدِيقَهُ . . .
 (د) نِيَّاطُ . . . ، الْمَائِدَةُ بَدِيعٌ .
 (ه) هَذَا بَيْتُنَا ، أَيْنَ . . . ؟

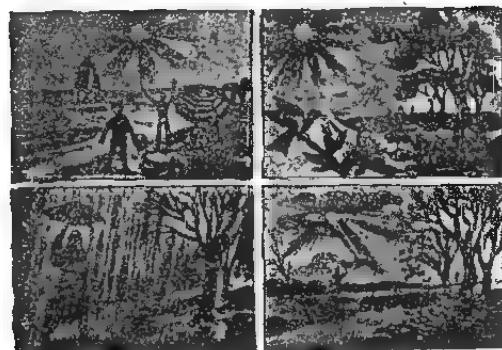
4. Indicate the kind of each definite noun in the following sentences:

(ا) أَذْنُ الْمُؤْذِنِ : اللَّهُ أَكْبَرُ . اللَّهُ أَكْبَرُ . تَوَضَّأَ مَحْمُودٌ .
 صَلَّى الْفَجْرَ .
 (ب) فِي شَارِعِنَا صَيْدَلِيَّةٌ . الصَّيْدَلِيُّ يَبْيَعُ الْلَّوَاءَ .
 (ج) أَنَا أُحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّورَ .
 (د) أَنْتُمْ تَلَامِيذُ مُوَدِّبُونَ .
 (ه) مَحْمُودٌ يَقْرَأُ الْخُطَابَ الَّذِي كَتَبَهُ تَبَيَّلٌ .

الدُّرُسُ السَّادِسُ وَالسَّتُّونَ

Paddarsu ssaadisu wassituuna

Lesson Sixty Six



فُصُولُ السَّنَةِ

fusuulu ssanati

The Seasons of the Year

السَّنَةُ أَرْبَعَةُ فُصُولٍ .

?assanatu ?arbaatu fusuulin

There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالخَرِيفُ وَالشَّتَاءُ .

hiya rrabiisu wassayfu walxariisu wa?xitaafu

They are spring, summer, autumn and winter.

الرَّبِيعُ جَمِيلٌ .

?arribiisu jamilun

Spring is beautiful.

الشَّمْسُ سَاطِعٌ ،

Pa?shamsu saatiyatun

The sun shines brightly.

وَالْأَشْجَارُ مُورِقةٌ ، وَالْأَزْهَارُ مُتَفَتَّحةٌ ،

wal?xajaaru muuriqatun wal?azhaararu mutsfattihatun

The trees have new leaves and the flowers are blossoming.

وَالْطَّيْورُ مُغَرَّدٌ .

wattuyuuru magarridatun

The birds singing

وَالنَّاسُ فَرِحُونَ بِقدْوَمِ الرَّبِيعِ .

wannaasu farihuuna biqduuumi rrabii'i
The people are happy because spring has come.



الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

Passayfu eaanii fusuuli ssanati
Summer is the second season of the year.

فَوَّاكِهُ كَثِيرَةٌ وَحَرَّهُ شَدِيدٌ .

fawaakihuuhu kaonratun waharruhu ſadiidun
Its fruits are plentiful and it is very hot.



بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرَّ وَيَدْهُبُونَ إِلَى سَاحِلِ الْبَحْرِ .

baqdu nnaasi yahruuna min alharti
wayaðhabuuna Pilaa saahili Ibahri
Some people run away from the hot weather
and go to the seaside.

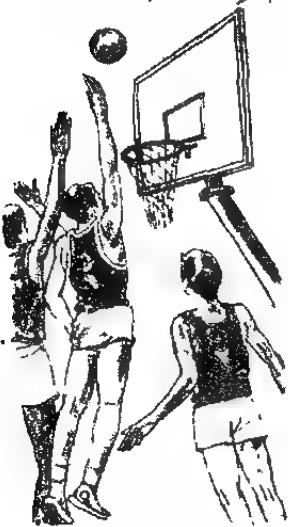
يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ أُورَاقُ الْأَشْجَارِ .

ya?ti Ixariisu baqda ssayfi fatasquu
?awraaqu ?ašjaari
Autumn comes after summer and the leaves of
trees fall.

وَيَمْبَلُ الْجَوَءُ إِلَى الْبَرُودَةِ . ثُمَّ يَأْتِي الشَّتَاءُ ، وَيَسْتَدُّ الْبَرْدُ ، وَيَسْقُطُ الْمَطَرُ .

wayamiilu Ijawwu Pilaa lburuudati eumma ya?u ſitaa?u wayaštaddu Ibardu
wayasquu lmaataru
The weather tends to be cool. Then winter comes and it gets very cold and
rain falls.

وَيَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ؛ وَيُمارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً.



wayanšatu nnaasu, fii ḥaḍmaalihim wayumaarisu
bañduhum riyadaatin muxtalifatan
People work harder and some of them play
various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ، وَلِكُلِّ مِنْهَا فَائِدَةٌ

fusuulu ssanati muxtalifatun walikullin minhaa
faa'idatun

The seasons of the year are not alike and each
has its own benefits.

1. الربيع جميل . الشمس ساطعة . الأشجار مورقة

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence*.

2. يأتي الشتاء . يشتد البرد . ينقطع المطر .

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence*.

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence «الربيع جميل» consists of the subject «الربيع» and the predicate «جميل».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يأتي الشتاء» consists of the verb « يأتي» and its subject «الشتاء».

Thus a verb and a subject constitute a verbal sentence.

نحوٌ

EXERCISES

1. Indicate the nominal and verbal sentences in the following:

- (ا) الْطَّيْوُرُ مُغَرَّدَةٌ .
- (ب) يَمْيِلُ الْجَوُّ إِلَى الْبَرُودَةِ .
- (ج) الْأَزْهَارُ مُتَفَتَّحَةٌ .
- (د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .
- (ه) يَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

- (ا) الشَّمْسُ
- (ب) الصَّيفُ الفُصُولِ .
- (ج) الرَّبِيعُ
- (د) السَّنَةُ فُصُولِ .
- (ه) فُصُولُ السَّنَةِ

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

- (ا) يَأْتِي بَعْدَ الصَّيفِ .
- (ب) يَمْيِلُ إِلَى الْبَرُودَةِ .
- (ج) يَذْهَبُ إِلَى سَاحِلِ الْبَحْرِ .
- (د) تَسْقُطُ فِي الشَّتَاءِ .

4. أَصْفَرُ - سَيِّئَةٌ - سَاخِنٌ - نَازِلَةٌ - مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

- (ا) نَبِيلٌ وَجْهُهُ وَجْسِمُهُ وَحَالَتُهُ
- (ب) وَالِدَةُ نَبِيلٌ تَبْكِي ، دُمُوعُهَا

كَلَمٌ - رَقْعٌ - فَتَحٌ - عَرَفٌ - دَوْرٌ

5. Put each of these verbs in its proper place in the following verbal sentences
(this is to be done with reference to Lesson 42).

- (ا) أَشْرَفَ دَلِيلَ التَّلِيفُونِ .
- (ب) أَشْرَفَ رَقْمَ صَدِيقِهِ .
- (ج) السَّمَاعَةَ ، وَ الْفُرْصَ .
- (د) أَشْرَفَ صَدِيقَهُ .

GLOSSARY

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
13	Ahmad	أَحْمَدٌ		52	monuments	أَثَارٌ	ا
28	red (masc. sing.)	أَخْمَرٌ		55	its monuments	أَثَارَهَا	
92	I choose	أَخْتَارُ		47	arts (college of)	أَدَابٌ	
20	she .took	أَخْذَتْ		76	heroes	أَنْطَالٌ	
9	more (once more)	أُخْرَى		76	his daughter	ابْنَتَهُ	
28	green(masc.sing.)	أَخْضَرٌ		75	his son	ابْنُهُ	
68	last (the last...)	أَخِيرٌ		83	I correspond	أَتَبَادَلُ	
61	she acted	أَدَتْ		10	he has finished	أَتَمْ	
67	parts	أَدْوَارٌ		15	a bus	أَتُوْبِيسٌ	
60	he acted	أَدَى		75	he answered	أَجَابَ	
9	I hope	أَرْجُو		60	for (the sake of)	(مِنْ) أَجْلِ	
83	Jordan	أَرْدُنُ		90	put together (masc. sing.)	أَجْمَعَ	
83	I send	أَرْسَلُ		90	put together (dual)	أَجْمَعَا	
83	they (two) were sent	أَرْسَلْتُهُمَا		90	put together (fem.sing.)	أَجْمَعَتِي	
38	I have (not) seen it	(لَمْ) أَرَهَا		62	talks	أَحَادِيثُ	
92	blue (masc. sing.)	أَرْدَقٌ		91	one (of the friends)	أَحَدُ (الْأَصْدِيقَاتِ)	
47	Al - Azhar	الْأَزْهَرُ		85	the latest	أَحْدَثُ	
46	I ask him	أَسْأَلُ		35	he scored	أَحْرَزَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
84	African (dual - genitive)	أَفْرِيقِيَّيْنِ		40	they (fem. dual) had a rest	إِسْرَاحَتْ	
75	I prefer it (to)	أَفْضَلَهُ		92	to collect	إِسْتِلَامُ	
77	I prefer them (to)	أَفْضَلُهُمْ		4	I listen	أَسْمَعْ	
35	they got away from	أَفْلَتْ		3	she listened	إِسْمَعَتْ	
46	he has come	أَفْلَمْ		47	Alexandria	الْإِسْكَنْدَرِيَّةُ	
47	economics (college of)	إِقْتِصَادُ		48	Assiut	أَسْيُوطُ	
47	departments	أَقْسَامُ		75	I bought it	إِشْرِيْتَهَا	
83	I correspond (write)	أَكْتُبُ		53	smaller (masc. sing.)	أَصْغَرُ	
60	he turned to	الْتَّفَتَ		77	you liked (them)	أَعْجَبَتْكَ	
67	who (fem. sing.)	الَّتِي		68	I liked (them)	أَعْجَبَتِنِي	
67	who (masc. sing.)	الَّذِي		68	you liked ...	أَعْجَبَكَ	
67	who (masc. plural)	الَّذِينَ		8	pronounce again	أَعْدَ	
67	who (fem. plural)	الَّلَّاتِي		90	issues (of a magazine)	أَعْدَادُ	
68	who (fem. dual)	الَّلَّاتَانِ		84	I know	أَعْرِفُ	
68	who (masc. dual)	الَّلَّذَانِ		77	greater	أَعْظَمُ	
83	to them (masc. dual)	إِلَيْهِمَا		98	their work	أَعْمَالُهُمْ	
83	to me	إِلَيَّ		58	I work	أَعْمَلُ	
28	in front of them	أَمَامَهُمَا		62	the songs	الْأَغَانِي	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب	66	were occupied (the seats)	إِمْتِيلَاتٌ	
39	Bab El-Louk	بَابُ اللُّوقِ		29	security	أَمْنٌ	
52	Pakistan	بَالِكِسْتَانُ		60	you(masc. plural)	أَنْتُمْ	
97	a sea	بَحْرٌ		59	you (masc. dual)	أَنْتَمَا	
16	motor (boat)	بَحْرَارِيٌّ		60	you (fem. plural)	أَنْتُنْ	
60	he did (his best)	بَذَلَ		3	came to an end (the lesson)	إِنْتَهَىٰ	
61	skill	بَرَاعَةٌ		48	parts (of the world)	أَنْجَاءٌ	
91	His blessings	بَرَكَاتُهُ		28	is off (the light)	إِنْطِفَاضٌ	
21	programme	بَرَنَامِجٌ		67	went off (the lights)	إِنْطَفَاتٌ	
97	coolness	بِرْوَدَةٌ		9	pronounce(masc. sing.)	إِنْطِقْ	
67	hero	بَطَلٌ		10	pronounce (fem. sing.)	إِنْطِقِيٌّ	
67	heroine	بَطَلَةٌ		67	lights	أَنْوَارٌ	
51	a study mission	بَعْثَةٌ		97	leaves (of trees)	أَوْرَاقٌ	
٧٧	some of them (masc. plural)	بَعْضُهُمْ		53	middle	أَوْسَطٌ	
48	countries	بِلَادٌ		35	first	أَوْلَىٰ	
55	your country	بِلَادُكُمْ		77	those	أُولَئِكَ	
52	his country	بِلَادُهُ		9	too (also)	أَيْضًا	
83	two countries (dual - genitive)	بَلَدَيْنِ		35	right (the right wing)	أَيْمَنٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
27	(the family) sightsees	تَشَاهِدُ		53	he built it (it was built by)	بَنَاهُ	
61	applause	تَصْفِيقٌ		52	with them (dual)	بِهِمَا	
61	she cooks	تَطْبُخُ		47	veterinary (medicine)	بَيْطَرِيٌّ	
35	drew (the two teams)	تَعَادِلُ		54	its history	تَارِيخَهُ	ت
40	we are tired	تَعْبَتَا		4	you learn (masc. sing.)	تَعْلِمُ	
8	learn (imperative)	تَعْلَمُ		47	commerce (college of)	تِجَارَةً	
10	he has learnt	تَعْلَمَ		92	book binding	تَجْلِيدُ	
61	she works	تَعْمَلُ		9	you (pronounce) well	تُخْسِنُ (النُّطُقُ)	
61	she washes	تَغْسلُ		35	it became enthusiastic	تَحْمِسُ	
3	he went on	تَقْدِمُ		39	you go (masc. sing.)	تَذَهَّبُ	
54	(the Sphinx) talked	تَكَلَّمُ		15	a tram	تِرَامُ	
61	she sweeps	تَكْنِسُ		38	you see it	تَرَاهَا	
76	that (fem. sing.)	تِلْكَ		48	(our universities) welcome	تُرَحِّبُ	
21	television	تِلْفِيْزِيُونُ		60	you (masc. pl.) deserve	تَسْتَحِقُونَ	
40	statues	تَمَاثِيلُ		59	you (two) are resting	تَسْتَرِيحَانِ	
53	a statue	تِسْتَالُ		2	she listens	تَسْتَمِعُ	
4	exercises	تَمْرِينَاتُ		97	(the leaves) fall	تَسْقُطُ	
28	they are running along	تَمْضِي		15	(the car) runs	تَسْبِرُ	

Page	Meaning	Word	Page	Meaning	Word
83	The Arab Republic of Egypt	جمهوريّة مصر العربيّة	35	it passed (the ball)	تناقل
47	our Republic	جمهوريّتنا	2	she pronounces	تنطق
35	a wing	جناح	61	congratulation	تهنئة
34	two wings	جناحان	45	secondary (fem. sing.)	ثانوية
60	his best	جهده	39	dry (masc. sing.)	جاف
21	weather (bulletin)	(نشرة) جوية	45	a university	جامعة
52	Guiza	الجيزة	47	universities	جامعات
			34	its side	جانبُه
51	Hatem	حاتم	61	worthy of (fem. pl.)	جليلات
34	a (goal) keeper	حارس	92	leather	جلد
2	it is time for...	حان	66	they (two) sat	جلسا
84	Ethiopia	الجبيشة	29	groups (of pedestrians)	جماعات
85	Ethiopian	جبيشي	29	a group	جماعة
39	its gardens	حدائقها	82	collecting	جمع
41	iron	حديد	91	he collected	جمع
40	a garden	حدائقة	3	sentences	جمل
97	its heat	حره	2	a sentence	جملة
			20	a republic	جمهورية

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
45	education (study)	دِرَاسَةٌ	د	15	a horse	حَصَانٌ	ح
51	his education	دِرَاسَةٌ	د	21	our luck	حَظَّنَا	ح
51	a study (mission)	(بَعْثَةٌ) دِرَاسِيَّةٌ	د	47	law (College of)	حُقُوقٌ	ح
91	his shop	دُكَانٌ	د	34	a referee	حَكَمٌ	ح
67	a part (in a play)	دَورٌ	د	38	Helwan	حُلُوانُ	ح
60	his part	دَورَةٌ	د	33	around	حَوْلٌ	ح
61	her part	دَورُهَا	د	28	when	حِينَ	ح
75	that (masc. sing.)	ذَلِكَ	ذ	51	abroad	(إِلَى) الْخَارِجِ	خ
91	they (two) went	ذَهَبَا	ذ	96	autumn	خَرِيفٌ	خ
91	I went	ذَهَبْتُ	ذ	9	incorrect	خَطَّأ	خ
40	they (masc.) went	ذَهَبُوا	ذ	29	khafirs	خُفَّارٌ	خ
3	he revised	رَاجَعَ	ر	53	Chefren	خَفْرُ	خ
4	I revised	رَاجَعْتُ	ر	29	khafir	خَفَّيْرٌ	خ
8	we revised it	رَاجَعْنَاهُ	ر	53	Khufu (Cheops)	خُوفُو	خ
54	a head	رَأْسٌ	ر	75	better	خَيْرٌ	خ
54	its head	رَأْسَهُ	ر	33	(the two teams) ran around	دَارَ	د
96	spring	رَبِيعٌ	ر	21	warm	دَافِئٌ	د
117	men	رِجَالٌ	ر	13	a bicycle	دَرَاجَةٌ	د

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَةٌ	س	41	they returned	رَجَعُوا	ر
21	is shining brightly	سَاطِعَةٌ	س	22	he answered	رَدَّ	ر
29	(they) maintain (security)	سَاهِرُونَ (عَلَى الْأَمْنِ)	س	83	letters	رَسَائِلٌ	ر
29	pedestrians (nominative)	سَائِرُونَ	س	52	he wished	رَغَبَ	ر
28	pedestrians (genitive)	سَائِرِينَ	س	39	(the friends) took (the train)	رَكِبَ	ر
54	you will see	سَرَرَى	س	15	it took (a carriage)	رَكِبَتْ	ر
14	you will visit	سَتَزُورُ	س	41	they took (the train)	رَكِبُوا	ر
15	express (train)	سَرِيعٌ	س	98	sports	رِيَاضَاتٌ	ر
21	lucky (masc. sing.)	سَعِيدٌ	س	21	a sport	رِيَاضَةٌ	ر
62	happy (fem. sing.)	سَعِيدَةٌ	س	83	time	زَمْنٌ	ز
53	Sakkarah	سَقَارَةٌ	س	61	a husband	زَوْجٌ	ز
9	I have heard it	سَمِعْتُهُ	س	53	Zoser	زوسر	ز
8	we have listened to...	سَمِعْنَا	س	14	a visit	زِيَارَةٌ	ز
39	Samirah	سَمِيرَةٌ	س	39	I will bring	سَأَخْضُرُ	س
52	we are going to see	سَنَرَى	س	97	coast (seaside)	سَاحِلٌ	س
84	The Sudan	الْسُودَانُ	س	46	I will go	سَأَذْهَبُ	س
85	Sudanese	سُودَانِيٌّ	س	52	(the car) took (them)	سَارَتْ (بِهِمَا)	س

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a newspaper	صَحِيفَةٌ		29	cars	سَيَارَاتُ	
39	friends (masc. dual)	صَدِيقَانِ		40	walking	سَيْرٌ	
39	friends (fem. dual)	صَدِيقَاتِ		67	he is going to see it	سَيُشَاهِدُهَا	
84	friends (fem. dual-genitive case)	صَدِيقَتَيْنِ		16	bank (of river)	شَاطِئٌ	ش
53	my friend	صَدِيقِي		16	he saw	شَاهَدَ	
83	friends (masc. dual-genitive case)	صَدِيقَيْنِ		39	they saw (masc.)	شَاهَدُوا	
28	a whistle	صَفَارَةٌ		96	winter	شَتَاءُ	
28	his whistle	صَفَارَتَهُ		35	hard (adverb)	(بِ)شِدَّةٍ	
83	a page	صَفْحَةٌ		16	a sail (boat)	(فَارِبُ)	
83	two pages	صَفْحَاتَانِ				شِرَاعِيٌّ	
34	he whistled	صَفَرَ		3	he explained	شَرَحَ	
34	he applauded	صَفَقَ		27	policemen	شُرَطَةٌ	
41	steel	صُلْبٌ		27	a policeman	شُرطِيٌّ	
47	pharmacology (college of)	صَيْدَلَةٌ		15	streets	شَوَارِعٌ	
96	summer	صَيْفٌ		39	its streets	شَوَارِعُهَا	
83	stamps (masc. dual-nominative)	طَابَعَانِ	ط	35	a halftime	شَوْطٌ	
59	a woman doctor	طَبِيبَةٌ		21	clear (fem. sing.)	صَافِيَةٌ	ص
28	a way	طَارِقٌ		19	newspapers	صُحفَّ	

Page	Meaning	Word	Page	Meaning	Word
83	Arab (masc. dual - genitive)	عَرَبِيَّيْنِ	28	their way	طَرِيقُهُمَا
51	he knew	عَرَفَ	48	students	طَلَّابَةُ
22	you (masc. pl.) have known	عَرَفْتُمْ	82	stamps	طَوَابِعُ
40	afternoon	عَصْرٌ	61	all (day) long	طُولَ (النَّهَارِ)
48	great (masc. sing.)	عَظِيمٌ	40	shady	ظَلِيلَةُ
47	science (College of)	عُلُومٌ	68	appeared (fem. dual)	ظَهَرَتَا
91	upon you (dual)	عَلَيْكُمَا	34	backs (masc. dual nominative)	ظَهِيرَانِ
41	work	عَمَلٌ	35	backs (masc. dual - genitive)	ظَهِيرَيْنِ
28	when	عِنْدَمَا	48	world	عَالَمٌ
92	come back (dual)	عُودَا	40	women workers	عَامِلَاتُ
52	his return	عُودَتِهِ	29	crossed	عَبَرَتْ
40	springs	عَيْنُونُ	28	crossing	عَبُورٌ
47	Ein Shams	عَيْنُ شَمْسٍ	54	strange (masc. sing.)	عَجِيبٌ
91	tomorrow (next morning)	الْغَدَرُ	74	an issue (of a magazine)	عَدَدُ
48	tomorrow (in the future)	غَدًا	83	Iraq	الْعِرَاقُ
1	Fatimah	فَاطِمَةٌ	28	carriages	عَرَبَاتُ
98	a benefit	فَائِدَةٌ	14	a carriage	عَرَبَةٌ
76	she opened	فَتَحَتْ	4	Arabic (Language)	عَرَبِيَّةٌ

Page	Meaning	Word	Page	Meaning	Word
68	were (masc. dual)	كَانَا	٦٨	he was pleased	فَرِحَ
1	his book	كِتَابَهُ	٩٧	happy (masc. pl.-nominate)	فَرِحُونَ
1	her book	كِتَابَهَا	٣٤	a team	فَرِيقٌ
٤	I have written	كَتَبْتُ	٣٣	teams (masc. dual-nominative)	فَرِيقَاتٍ
٨	we (two) have written	كَتَبْنَا	٣٤	teams (masc. dual - genitive)	فَرِيقَيْنِ
٤٦	many (fem.)	كَثِيرَةٌ	٢٧	big (masc. sing.)	فَسِيحٌ
٩٢	back (of a book)	كَعْبٌ	٦٨	an act	فَضْلٌ
٨	words	كَلِمَاتٌ	٩٦	seasons	فُصُولٌ
٢	a word	كَلِمَةٌ	٩٠	I have thought	فَكِرْتُ
٤٦	colleges	كُلِيَّاتٌ	٩٧	its fruits	فَوَّاكِهَةٌ
٤٦	a college	كُلِيَّةٌ	٦٧	a hall	قَاعَةٌ
٧٦	nice (fem. sing.)	لَطِيفَةٌ	٩٠	(من) قبل	قَبْلُ
٦٢	playing	لَعْبٌ	٣٣	a foot	قَدْمٌ
٤	a language	لُغَةٌ	٩٧	the coming (of spring)	قُدُومُ الرَّبِيعِ
٣٥	but	لَكِنْ	١٠	reading	قِرَاءَةٌ
٩٢	a colour	لَوْنٌ	٣	she read	قَرَأَتْ
١	Maged	مَاجِدٌ	٥٤	he told	قَصَ
٧٥	last (adjective)	الْمَاضِي	٩٢	cloth	قُبَاشٌ

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
90	volumes	مُجَلَّدَاتُ		91	last (fem. sing.)	مَاضِيَّةٌ	
92	volumes (masc. dual - genitive)	مُجَلَّدَيْنِ		40	skilful (masc. pl. nominative)	مَاهِرُونَ	
82	a collection	مَجْمُوعَةٌ		33	a match (game)	مُبَارَأَةٌ	
82	collections (fem. dual - nominative)	مَجْمُوعَاتٍ		39	its buildings	مَبَانِيهَا	
82	his collection	مَجْمُوعَتِهِ		66	next to each other (masc. dual -genitive)	مُتَجَارِيَّنِ	
84	her collection	مَجْمُوعَتِهَا		83	united (fem.-sing.)	مُتَحْدِّةٌ	
84	my collection	مَجْمُوعَتِي		15	metro	مَتْرُو	
92	collections (fem. dual - genitive)	مَجْمُوعَاتٍ		41	pleasure	مُتَعَّةٌ	
47	various (fem.)	مُخْتَلِفَةٌ		96	blossoming (fem.)	مُفْتَحَةٌ	
61	a director	مُخْرِجٌ		66	spectators (masc. pl. -genitive)	مُتَفَرِّجِينَ	
52	a while	مُدَّةٌ		74	a magazine	مَجَلَّةٌ	
53	step (pyramid)	(هَرَمٌ) مَدَرَجٌ		76	your (masc. sing.) magazine	مَجَلَّتَكَ	
29	cities ~	مُدُنٌ		76	your (fem. sing.) magazine	مَجَلَّتَكِ	
9	once	مَرَّةٌ		74	his magazine	مَجَلَّتَهُ	
40	observatory	مَرْصَدٌ		74	her magazine	مَجَلَّتَهَا	
34	the goal	الْمَرْمى		74	my magazine	مَجَلَّتِي	
34	his goal	مَرْمَاهٌ		90	a volume	مَجَلَّدٌ	
27	traffic	مَرْوَرٌ		89	a (book) binder	مَجَلَّدٌ	

Page	Meaning	Word	Page	Meaning	Word	Page
67	actresses	مُمثِّلاتٌ	40	comfortable (masc. dual-genitive)	مُرِيحٌ	
67	an actress	مُمثِّلةٌ	59	the hospital	الْمُسْتَشْفَى	
68	actresses (fem. dual - nominative)	مُمثِّلَاتٌ	22	a play	مُسَرِّحَةٌ	
67	actors (masc. pl.- genitive)	مُمثِّلِينَ	١١	winter resort	الْمُشْتَى	
41	their (masc. pl.) homes	مُنَازِلُهُمْ	38	sunny (fem. sing.)	مُشْرِقَةٌ	
83	for (a long time)	مُنْذُ	59	a factory	مَصْنَعٌ	
	(زَمْنٌ طَوِيلٌ)		97	rain	مَطَرٌ	
39	well-arranged	مُنْسَقَةٌ	40	mineral (fem.)	مَعْذَنَيَّةٌ	
48	Mansurah	الْمَنْصُورَةُ	٢	a teacher	مُعَلِّمٌ	
53	Menkereh	مُنْقَرِعٌ	٢٧	with it (fem. sing.)	مَعَهَا	
98	of them	مِنْهَا	٧٦	singing (adjective - fem.)	مُغَرَّدَةٌ	
٣٤	forwards (football)	مُهَاجِمُونَ	٦٨	singers (masc. dual - nominative)	مُغَنِّيَانَ	
١٣	communications	مُواصِلَاتٌ	٤٠	seats	مَقَاعِدٌ	
٩٦	having leaves (fem.)	مُورِقةٌ	٤٠	seats (masc. dual - genitive)	مَقَعَدَيْنِ	
٢	time	مُوَعِّدٌ	١	his desk	مَكْبِهٌ	
٢٧	squares	مَيَادِينٌ	١	her desk	مَكْبِهٌ	
٤٠	water(s)	مِيَاهٌ	١١	a field (football)	مَلَكَبٌ	
٨٣	rare (masc. dual, - nominative)	نَادِرَانِ	٦٧	an actor	مُمَثِّلٌ	
٤	he called	نَادِيٌ				

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
3	he looked	نظر		29	people	ناس	
39	yes	نعم		60	a critic	ناقد	
60	we work	نعمل		1	we learn	نعلم	
28	he blew	نفخ		60	success	نجاح	
39	we meet	نلتقي		59	we serve	نخدم	
92	a kind	نوع		59	we serve you (both)	نخدمكمَا	
92	kinds (masc. dual - nominative)	نوعان		22	we go out	نخرج	
82	these (fem. dual-nominative)	هاتان		10	we revise	نراجع	
84	these (fem. dual-oblique case)	هاتين		22	we watch	نرى	
35	it attacked	هاجم		33	it came on to (the football field)	نزل	
35	an attack	هجوم		67	women	نساء	
35	a goal	هدف		40	we rest	نستريح	
35	goals (masc. dual accusative)	هدفين		22	we can	نستطيع	
83	these (masc. dual nominative)	هذان		41	we see	نشاهد	
83	these (masc. dual - oblique case)	هذين		21	a bulletin	نشرة	
62	they (dual)	هما		40	active (fem. pl.)	نشيطة	
46	engineering	هندسة		3	he pronounced	نطق	
61	they (fem. pl.)	هن		3	she pronounced	نطقت	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
15	is drawn by	يَجْرِهَا		16	air	هوَاءُ	
62	they (two) like	يُحِبُّانِ		39	its air	هَوَاءُوهَا	
62	they (masc. pl.) like	يُحِبُّونَ	و	14	a father	وَالْدُّ	
97	they go	يَذْهَبُونَ		62	parents (masc. dual - nominative)	وَالِدَانِ	
10	he checks	يُرَاجِعُ		74	his father	وَالِدَهُ	
83	they (two) send	يُرْسِلَانِ		75	her father	وَالِدَهَا	
34	left	يَسَارُ		59	his parents (genitive case)	وَالِدَيْهِ	
61	they deserve	يَسْتَحْقُونَ		92	alone	وَحْدَهُ	
28	(the pedestrians) <small>ئەمەن</small>	يَسْتَطِعُ		2	after him	وَرَاءَهُ	
97	it falls	يَسْقُطُ		13	means	وَسَائِلُ	
97	it gets stronger	يَسْتَدِدُ		34	middle	وَسَطُّ	
10	he thanks	يَشْكُرُ		89	she put it	وَضَعَتْهَا	
28	he crosses	يَعْرُجُ		89	he put it	وَضَعَهَا	
28	they cross	يَعْرُجُونَ		60	our country	وَطَنَنَا	
20	he shows	يَغْرِضُ	ي	40	Japanese	يَابَانِيَّةُ	
10	he finds out, he knows	يَعْرِفُ		97	it comes	يَاتِي	
61	he works	يَعْمَلُ		92	there remains	يَتَبَقَّى	
67	they act (fem. pl.)	يَقْمَنُ		10	should	يَجِبُ	

Page	Meaning	Word	Page	Meaning	Word
10	he pronounces	يَنْتَطِقُ	67	he acts	يَفْعُمُ
27	they control	يَنْظَمُونَ	67	they act (masc. pl.)	يَفْعُمُونَ
28	he blows	يَنْفَخُ	83	they (two) write	يَكْتُبَانِ
97	they run away	يَهْرِبُونَ	98	they practise	يُمارِسُ
			97	it tends	يَمِيلُ
			98	(people) work harder	يَنْشَطُ (النَّاسُ) فِي أَعْمَالِهِمْ

THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

العَرَبِيَّةُ بِالرَّادِيو

ARABIC BY RADIO

BOOK TWO - PART 2

القاهرة

Cairo

2003

فِهْرِس
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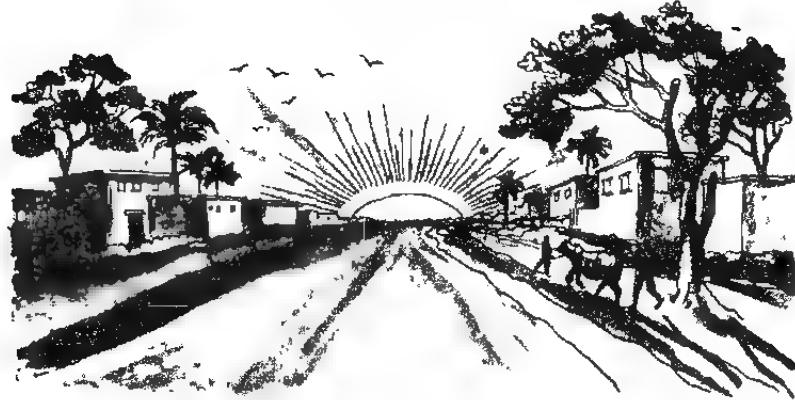
PART TWO

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68	<i>About birds and animals</i>	The nominal sentence (The subject and predicate are dual.)	9
69	<i>The lion and the mouse</i>	The predicate is a prepositional or adverbial phrase.	17
70	<i>The voices of animals and birds</i>	The verbal sentence (The subject is singular.)	25
71	<i>A cooperating family</i>	The verbal sentence (The subject is dual or plural.)	31
72	<i>Nabil's birthday</i>	The direct object	37
73	<i>The Suez Canal</i>	The prepositional phrase	44
74	<i>Do not accompany the liar</i>	Adverbs of time and place	51
75	<i>In the swimming pool</i>	The accusative of state	57
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77	<i>The bee</i>	The accusative of cause	71
78	<i>The aeroplane</i>	The absolute accusative	76
79	<i>The judge</i>	Revision	82

الدُّرْسُ السَّابِعُ وَالسَّتُّونَ

Paddarsu ssaabiṣu wassittuuna

Lesson Sixty-Seven



الصَّبَاحُ

Paṣṣabaahu

Morning

أَشْرَقَ الصَّبَاحُ فِي الْقَرْيَةِ . الشَّمْسُ مُشْرِقَةٌ .

Paṣṣraqa ṣṣabaahu fi lqaryati Paṣṣamsu mušriqatun
It is morning in the village. The sun is shining.

هَبَّ الْفَلَاحُونَ مِنَ النَّوْمِ . وَهَبَّتِ الْفَلَاحَاتُ .

habba Ifallaahuuna mina nnawmi wahabbati Ifallaabaamu
The (men) farmers woke up. And the (women) farmers woke up.

الْفَلَاحُ نَشِيطٌ . وَالْفَلَاحَةُ نَشِيطَةٌ .

Paſſallaadu našiṭun waſſallaahatu našiṭaatun
The (man) farmer is energetic. And the (woman) farmer is energetic.

الْفَلَاحُونَ نَشِيطُونَ . وَالْفَلَاحَاتُ نَشِيطَاتٌ .

Paſſallaaduuna našiṭuuna waſſallaahatu našiṭaatun
The (men) farmers are energetic. And the (women) farmers are energetic.

ذَهَبَ الرُّجَالُ إِلَى الْحُقولِ . الْحُقولُ مُجَارِّدَةُ لِلْمَسَاكِينِ . الْمَزَارِعُ
قَرِيبَةٌ مِّنَ الْبُيُوتِ .

ðahaba rríjaalu Pila ðhuquuli ðalhuquulu mujaawiratun lilmasaakini Palmazaariyu
qariibatun mina lbuyuuti

The (men) farmers went to the fields. The fields are near the dwellings. The fields
are near the houses.



الْقَرْيَةُ هَادِيَةٌ فِي الصَّبَاحِ الْمُبَكِّرِ . السُّكُونُ شَامِلٌ .

?alqaryatu haadi?atun fi ssabaahi lmubakkiri

?assukuunu ðaamilun

The village is quiet in the early morning. Silence
prevails.

النَّدَى عَلَى الْأَوْرَاقِ . النَّدَى شَبِيهُ بِاللُّؤْلُؤِ
قَطَرَاتُهُ لَامِعَةٌ .

Pannadaa Sala lPawraaqi Pannadaa ðabiihun
billu?lu?i qataraatuhu laamisatun

There is dew on the (tree) leaves. The dew looks like pearls. Its drops
are shining.

النَّسِيمُ عَلِيلٌ . وَالْغُصُونُ مُتَمَاهِلٌ .

?annasiimu saliilun walguuuunu mutamaayilatun

The breeze is fresh. The branches (of trees) are swaying.

مَوْسِمُ الْحَصَادِ قَرِيبٌ . الرُّزْقُ قَادِمٌ .

mawsimu lhaaadi qariibun ?arrizqu qaadimun

Harvest time is approaching. Income is coming.

زَهَرَاتُ الْقُطْنِ مُتَفَتَّحةٌ . الْقُطْنُ ذَهَبَ أَبْيَضُ .

zaharaatu lqutni mutafattihatun ?alqutnu ðahabun Pabyadu

The cotton flowers are blossoming. Cotton is white gold.

الْفَلَاحُونَ مَسْرُورُونَ . وَالْفَلَاحَاتُ مَسْرُورَاتٌ .

?alfallaahuuna masruuruuna walfallaahaatu masruuraatun

The (men) farmers are happy. The (women) farmers are happy.

العَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

Pañsaamiloona jadiiruuna bissañaadati
Hard-working people are worthy of happiness.



وَطَلَعَ الصُّبْحُ فِي الْمَدِينَةِ . الشَّمْسُ طَالِعٌ

waṭalaša šsubhu fi imadiinati Paššamsu ḥalifatun
It is morning in the city. The sun is up.

هَبَّ الْعَمَالُ وَالْمُوَظَّفُونَ مِنَ النَّوْمِ .

وَهَبَّتِ الْعَامِلَاتُ وَالْمُوَظَّفَاتُ مِنَ النَّوْمِ .

habba ūummaalu walmuwađđafuuna mina nnawmi
wahabbi ūamilaatu walmuwađđafasatu mina nnawmi
The men workers and employees got up. And the women workers and employees
got up.

الْعَمَالُ ذَاهِبُونَ إِلَى الْمَصَانِعِ . وَالْمُوَظَّفُونَ قَاصِدُونَ إِلَى الْمَكَاتِبِ .

Pañsummaalu ūaahibuuna Pila ūmašaaniši walmuwađđafuuna qaṣiduuna Pila
imakaatibi

The workers are going to the factories. The employees are heading for the offices.

الْعَامِلَاتُ ذَاهِبَاتُ إِلَى الْمَصَانِعِ . وَالْمُوَظَّفَاتُ قَاصِدَاتُ إِلَى الْمَكَاتِبِ .

Pañsaamilaatu ūaahibaatun Pila ūmašaaniši walmuwađđafasatu qaṣidaatun Pila
imakaatibi

The women workers are going to the factories. The women employees are
heading for the offices.

الْمَصَانِعُ بَعِيْدَةٌ عَنِ الْمَسَاكِنِ . وَالْمَكَاتِبُ قَرِيْبَةٌ مِنْ وَسْطِ الْمَدِينَةِ .

Pañmašaanišu bañidatun ūani ūmasaakini walimakaatibū qariibatun min wasati
imadiinati

The factories are far from the dwellings. The offices are near the centre of
the city.

الْحَرَكَةُ ذَائِبَةٌ . الْأَطْرَافُ مُزْدَحِمَةٌ .

Pañharakatu daařibatun Paturuqaatu muzdahimatum
A lot of movement is going on. The streets are crowded.

النَّاسُ قَادِمُونَ وَذَاهِبُونَ. الْعَرَبَاتُ وَالسُّيَّارَاتُ قَادِمَةُ وَذَاهِبَةٌ .

Qaadasu qaadimuuna waabaahibuuunaa Palgarebaatu waassayyaaraatu qaadimatun waabaahibuum

People are coming and going . Carts and cars are coming and going.

أَهْلُ الْمَدِينَةِ مُجِدُونَ. وَالْمُجِدُونَ جَدِيرُونَ بِالْخَيْرِ .

Pahlu lmadiinati mujidduuna walmujidduuna jadiiruuna bilxayri

The city people are hard-working (people). Hard-working people are worthy of welfare.

1. **الفلاح نسيط . السكون شامل .**

These are two nominal sentences. The subject in each is masculine singular (الفلاح - السكون) and the predicate agrees with it in number and gender (نسيط - شامل). Both subject and predicate are in the nominative case which is indicated here by (الضمة) on the final letter.

2. **الفلاح نسيطة . الشمس مشرقة .**

These are also two nominal sentences. The subject in each is feminine singular (الفلاح - الشمس). The predicate agrees with the subject in number and gender (نسيطة - مشرقة). Both subject and predicate are in the nominative case which is indicated here by (الضمة).

3. **الفلاحون نسيطون . العاملون جديرون بالسعادة .**

The subject in each sentence is a sound masculine plural (الفلاحون - العاملون). The predicate is also a sound masculine plural (نسيطون - جديرون). Both subject and predicate are in the nominative case which is indicated here by (الواو) in the ending (ون) (الواو).

4. **الفلاحات نسيطات . الموظفات قاصدات إلى المكاتب .**

The subject is a sound feminine plural (الفلاحات - الموظفات). The predicate is also a sound feminine plural (نسيطات - قاصدات). Both subject and predicate are in the nominative case which is indicated here by (الضمة).

5. **الطرقات مزدحمة . العربات قادمة .**

The subject is a sound feminine plural indicating a non-human thing مزدحمة () . The predicate is feminine singular — (الطرقات — العربات) . Both subject and predicate are in the nominative case which is here indicated by (الفضة) . Note that when a subject is a non-human sound feminine plural, its predicate is feminine singular.

6. **العمال ذاهبون إلى المصانع .**

The subject is a broken plural indicating human beings (العمال) ; it is in the nominative case which is here indicated by (الفضة) . The predicate is a sound masculine plural (ذاهبون) ; it is in the nominative case which is indicated by (ألواؤ) in the ending (سون) .

7. **المصانع بعيدة . المكاتب قريبة .**

The subject is a broken plural indicating non-human things — (المصانع) . The predicate is feminine singular (بعيدة — قريبة) . Both subject and predicate are in the nominative case, and the case ending here is (الفضة) .

EXERCISES

تمرينات

1. Fill in the blanks with suitable subjects:

مجاورة للمساكين
 شبيه باللولب
 متمايزة
 شامل
 هادئة في الصباح الباكر
 مسروقون و مسروقات

2. Fill in the blanks with suitable predicates:

القطن أبيض .
 الموظفون إلى المكاتب .
 قطرات الندى
 العاملات إلى المصانع .
 زهارات القطن
 موسم الحصاد

3. Complete each of the following sentences with a predicate chosen from those given below:

(This is to be done with reference to lesson 44.)

مريحة - واقف - مدينة - بعيد

البيت
 الرحلة
 خليل في ميدان المحطة .
 القاهرة كبيرة .

4. Complete each of the following sentences with a subject chosen from those given below. Indicate the case endings:
 (This is to be done with reference to lesson 12.)

الشمس - نور - عصير - الحر

..... اليمون لذيد.

..... طالعة، و..... شديدة.

..... الصباح جميل.

5. Give the plural of both the subject and the predicate in the following. Indicate the case endings:

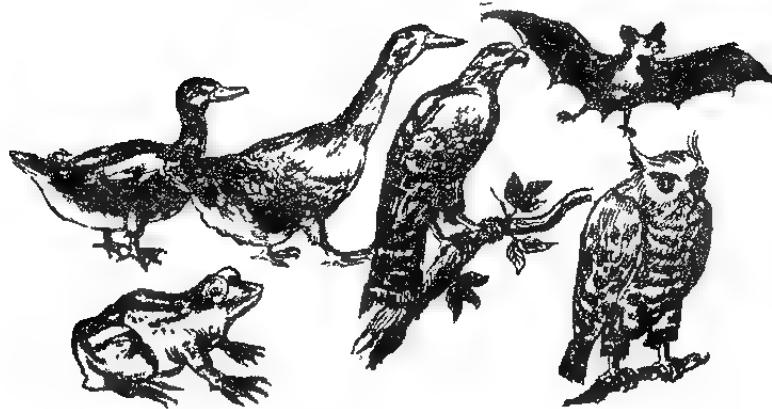
النافذة واسعة.

التلميذ ذاهب إلى المدرسة.

العامل مجد.

التلميذة مشرورة.

الدُّرُسُ الثَّامِنُ وَالسُّتُونُ



من أوصاف الطيور والحيوان

min Pawsaafit tayri walhayawaani About birds and animals

قالَ ثَبِيلُ لَوَالدَّهُ : قَرَأْتُ الْيَوْمَ كِتَابَ الْعِلْمِ .

qaala nabiiyun liwaalidihii qaraatu lyawma kitaaba Kuloomi Nabil said to his father, "I have read the science book today."

قالَ الْوَالِدُ : وَمَاذَا عَلِمْتَ ؟

qaala iwaalidu wamaaðaa Salinta
His father said, " What have you learnt ? "

قالَ نَسِيلُ : الْبَطْهَةُ مِثْلُ الزُّورَقِ . وَالرُّجَالُانِ مِجَادَافَانِ .

qaala nabiilun Falbattatu mielu zzawraqi wartijlaani mijdaafaani
Nabil said, "The duck is like a boat. Its legs are (like) two oars.

الْجَنَاحَانِ ضَعِيفَانِ ، وَلَهُذَا لَا تَطِيرُ .

Paljanaahaani dasiisaani waljhaađa laa tatiiru
Its (two) wings are weak and so it does not fly."

قَالَ الْوَالِدُ : الْوَزَّةُ مِثْلُ الْبَطْرَةِ . الْوَزَّةُ وَالْبَطْرَةُ مُتَشَابِهَتَانِ . هُمَا طَائِرَانِ مَائِيَانِ .

qaala iwaalidu Palwazzatu mielu lbattati Palwazzatu walbattatu mutashaabihataani humaa taa?iraani maa?iyyaani

The father said, "The goose is like the duck. The goose and the duck are alike. They are water birds."

قَالَ نَبِيلٌ : وَالْحِدَّةُ سَرِيعَةُ الطَّيْرَانِ ، فَالْجَنَاحَانِ قَوِيَّانِ .

qaala nabiiun walhida?atu sariifatu tlayaraani faljanaahaani qawiyyaani

Nabil said, "The kite flies fast; its (two) wings are strong.

وَالرُّجْلَانِ قَوِيَّانِ قَصِيرَتَانِ .

warrijlaani qawwiyyataani qa?iirataani

Its (two) legs are short and strong.

الْمِنْتَارُ حَادٌ . وَالْمَخَالِبُ حَادَّةٌ .

Palminqaaru haaddun walmaazaalibu haaddatun
Its beak is sharp, and its claws are sharp."

قَالَ الْوَالِدُ : الْبُوْمَةُ مِثْلُ الْحِدَّةِ . هُمَا طَائِرَانِ مُتَمَاثِلَانِ . الْحِدَّةُ وَالْبُوْمَةُ طَائِرَانِ جَارِحَانِ .

qaala iwaalidu Palbuumatu mielu lhida?ati humaa taa?iraani mutamaaeilaani

?lhida?atu walbuumatu taa?iraani jaarihaani

The father said, "The owl is like the kite. They are similar birds. The kite and the owl are birds of prey."

قَالَ نَبِيلٌ : الْحُفَّاشُ حَيَّانٌ وَلَكِنَّهُ يَطِيرُ .

qaala nabiiun Palzuffaa?u hayawaanun walaakinnahu ya?iiru

Nabil said, "The bat is an animal but it flies.

الْجَنَاحَانِ خَالِيَانِ مِنَ الْرِّيشِ .

?aljanaahaani xaaliyaani mina rriisi

Its wings are free from feathers.

الأنثانِ كَبِيرَتَانِ ، وَالأنثانُ حَادَةُ ، وَلَيْسَ لَهُ مِنْقَارٌ .

Pal?u?unaani kabiirataani wal?asnaanu haaddatun walaysa lahu minqaarun
Its ears are big, its teeth are sharp; it has no beak."

قَالَ الْوَالِدُ : رَأْسُ الْخَفَافِشِ شَيْءٌ بِرَأْسِ الْقَارِ . الْأَنْثَانِ مُتَشَابِهَانِ .

qaala lwaalidu ra?su l?xusfaashi sabiihun bira?si lfa?ri Parra?saani muta?aabihaaani
The father said, "The head of the bat is like the head of the mouse. The
two heads are similar."

قَالَ نَبِيلُ : لَيْسَ لِلضُّفْدِعَةِ رَكَبَةُ . وَالْعَيْنَانِ بَارِزَتَانِ .

qaala nabiilun laysa liddifdisati raqabatun walhaynaani baarizataani
Nabil said, "The frog has no neck. Its eyes are protruding."

الرُّجَلَانِ الْخَلْفِيَّتَانِ طَوِيلَتَانِ . وَالرُّجَلَانِ الْأَمَامِيَّتَانِ قَصِيرَتَانِ .

Parrijaani l?xalfiyyataani tawilliataani warrijaani l?amaamiiyyataani qa?irataani
Its hind legs are long, its fore legs are short."

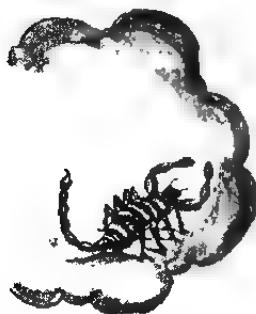


قَالَ الْوَالِدُ : وَلِهَذَا تَقْفِرُ الصُّفْدِعَةُ بِسُهُولَةٍ

مِثْلِ الْقَنْغُرِ . هُمَا حَيَوَانَانِ قَافِرَانِ

qaala lwaalidu walihaa?aa taqfizu ddifdisatu bisuhuulatin
miela lqangari humaa hayawaanaani qaafizaani

The father said, "This is why the frog can easily
(with easiness) jump like the kangaroo. They are
leaping animals."



قَالَ نَبِيلُ : وَالْمَقْرَبُ وَالثُّعَبَانُ سَامَانِ .

وَيُحِبُّ الْثُعَبَانُ الْمُوسِيقَا .

qaala nabiilun wal?aqrabu waaeu?baanu saammaani
wayuhibbu ee?u?baanu lmuusiqa

Nabil said, "The scorpion and the snake are poisonous.
The snake loves music."



قَالَ الْوَالِدُ: الْعَبَانُ وَالْإِنْسَانُ فِي هَذَا مُتْفِقَانِ.
هُمَا عَاشِقَانِ لِلْأَنْغَامِ.

qaala Iwaalidu Raesuubaanu walpinsaanu fi haaðaa
muttafiqaani humaa Saashiqaani lil?angaami
The father said, " Snake and man are similar in this
(respect). Both are lovers of tunes. "

1. **الجناحان ضعيفان . الرأسان متشابهان .**

The subject in each of these two sentences is masculine dual (الأسان) - (الجناحان) ; the predicate agrees with it in number and gender (متشابهان) - (ضعيفان) . Both subject and predicate are in the nominative case which is here indicated by (ا) in the ending (ان) .

2. **الرجلان قويتان . الأذنان كبارتان .**

The subject in each of these two sentences is feminine dual (الأذنان) - (الرجلان) . The predicate agrees with it in number and gender (كبارتان) - (قويتان) . Both the subject and the predicate are in the nominative case which is here indicated by (ا) in the ending (ان) .

3. **العقرب والثعبان سامان .**

The subject is masculine singular (العقرب) . It is in the nominative case, the case ending being (ضمة) . Since the masculine singular (العقرب والثعبان) is joined to it by (و) (and) the combination (العقرب والثعبان) conveys a dual meaning. The predicate (سامان) is therefore masculine dual.

4. **اللوزة والبلطة متشابهتان .**

The subject is feminine singular (اللوزة) . It is in the nominative

case, the case ending being (الْفَصْنَةُ) . Since the feminine singular (الْوَزْنَةُ الْبَطْنَةُ) is joined to it by (وَ) , the combination (الْوَزْنَةُ وَالْبَطْنَةُ) (مُتَشَابِهَتَانِ) conveys a dual meaning. The predicate (مُتَشَابِهَتَانِ) is therefore feminine dual.

5. هُمَا طَائِرَانِ . هُمَا حَيَّوَانَانِ .

The dual pronoun (هُمَا) is subject in the two sentences. The predicate in the first sentence is (طَائِرَانِ) and in the second (حَيَّوَانَانِ) . Each predicate is a dual in the nominative case.

EXERCISES

ćırihınat

1. Supply suitable predicates in the following:

هُمَّا مَائِيَانٌ
 الْجَنَاحَانِ فِي الْحَدَّاَةِ
 الْعَيْنَانِ فِي الْضَّفْدَعَةِ
 الْحَدَّاَةُ وَالْبُوْمَةُ جَارِحَانِ
 الْضَّفْدَعَةُ وَالْقَنْغُرُ قَافِرَانِ

2. Supply suitable subjects in the following:

شَاهِيَانِ مِنَ الرِّيشِ
 مِجْدَافَانِ
 وَالْحَدَّاَةُ طَائِرَانِ مُتَمَاثِلَانِ
 الْخَلْفِيَّيَانِ طَوِيلَتَانِ
 وَالْإِنْسَانُ عَاشِقَانِ لِلْأَنْغَامِ

3. Fill in each of the following blanks with a predicate chosen from those given in the frame:

بَعِيدَانِ - سَرِيعَانِ - مُرِيعَانِ - جَمِيلَانِ

السَّيَارَتَانِ
 الْكُرْسِيَانِ
 الْبَيْتَانِ
 الْمِنْضَدَّتَانِ

الدَّرْسُ التَّاسِعُ وَالسُّتُونُ

Paddarsu ttaasiSu wassituuna

Lesson Sixty-Nine



الْأَسْدُ وَالْفَأْرُ

Palpasadu walfaru
The lion and the mouse

عَاشَ فَارٌ قَرِيبًا مِنْ عَرِينَ أَسْدٍ .

faaša faʔrun qariiban min ſariini Pasadin
A mouse lived near the den of a lion.

وَفِي يَوْمٍ مِنَ الْأَيَّامِ نَامَ الْأَسْدُ أَمَامَ عَرِينِهِ .

wafii yawmin mina lpayyaami naama lPasadu Pamaama ſariinihi
One day the lion fell asleep in front of its den.

وَالْفَأْرُ فِي الْجُحْرِ .

walfaru fi ljuhri
The mouse was in its hole.

خَرَجَ الْفَأْرُ لَيْلًا يَبْحَثُ عَنْ غَذَائِهِ .

xaraja lfaʔru laylan yabhaeu ſan giðaařihi
The mouse went out at night looking for food.

قال الفار : ^٢

qaala IfaPru

The mouse said,

يَا سَيِّدِي الْأَسَدُ ، أَخْطَأْتُ وَأَرْجُو أَنْ تُسَامِحَنِي .

yaa sayyidi lPasadu Paxtaatu wa?arjuu Pan tusaamihani
“ I have erred and I wish you forgive me, Sir.

وَرُبَّمَا رَدَدْتُ لَكَ هَذَا الْجَمِيلَ يَوْمًا .

warubbamaa radadtu laka haa?a ljamila yawman
I might return this favour to you one day.”

فَصَحِحَّ الْأَسَدُ وَقَالَ :

fadahika lPasadu waqaala
The lion laughed and said,

كَيْفَ يُسَاعِدُ الْضَّعِيفُ الْقَوِيُّ ؟

kayfa yusaa?idu dda?iifu lqawiyya
“ How can a weak (creature) help a strong one?

وَمَعَ ذَلِكَ عَفَوْتُ عَنْكَ . الْعَفْوُ عِنْدَ الْمَقْدِرَةِ .

wama?a 3aalika 3afawtu 3anka PalGafwu Sinda lmaqdirati
However, I have forgiven you. One should forgive when one is in a position
of power.”

وَفِي يَوْمٍ مِّنَ الْأَيَّامِ وَقَعَ الْأَسَدُ فِي شِبَاكِ صَيَادٍ .

wafir yawmin mina lPayyaami waqaa?a lPasadu fi 3ibaaki sayyaadin
One day the lion fell into the nets of a hunter.

وَلَمْ يَسْتَطِعْ الْهَرَبَ فَأَخَذَ يَزْأَرُ زَنِيرًا عَالِيًّا .

walam yastatiif lharaba fa?axa?a yazzaru za?jiran 3aaliyan
It could not escape. So it started to roar very loudly.

سَمِعَ الْفَارُ زَيْرَ الْأَسَدِ . وَكَانَ فَوْقَ شَجَرَةً .

samiqa IfaPru za?jira lPasadi wakaana sawqa 3ajaratin
The mouse heard the roar of the lion. The mouse was on a tree.

الأسد بين الشباك ، والفار فوق الشجرة .

PalPasadu bayna Ḫibaaki walfaru fawqa Ḫajarati
The lion was (caught) in the nets. The mouse was on the tree.

جري الفار إلى الأسد مسرعاً .

jara Ifa?du Pila iPasadi musri?an
The mouse ran quickly to the lion.

وأخذ يفرض جبال الشباك .

wa?axada yaqridu hibaala Ḫibaaki
It started to gnaw at the ropes of the nets.

ر استطاع الأسد الخروج منها .

Pistaafa?a iPasadu Ixuruuja minhaa
The lion managed to get out of the nets.

شكراً للأسد الفار وقال :

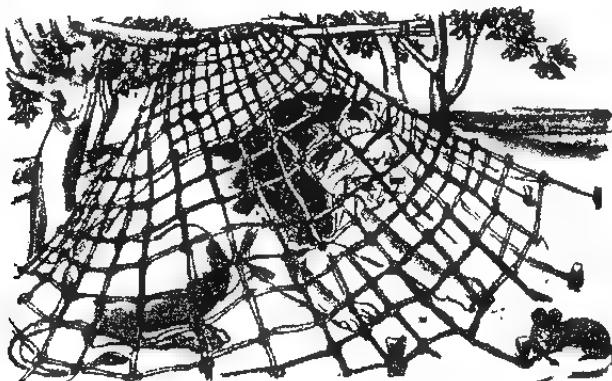
ṣakara iPasadu Ifa?ra waqaala
The lion thanked the mouse and said,

الآن عرفت : للصغير مزية ، وللكبير مزية .

Pal?ana Sarafstu lissagiiri maziyyatun walikabiiri maziyyatun
“ Now I know: a small (creature) has its advantages, and a big (creature) has its advantages.

ويجب ألا تتحقر الصغير لصغره ، فلكل شيء مزية .

wayajibu Pallaa nahtaqira ssagiira lisigaribi falikulli šay?in maziyyatun
We should not despise a small creature for being small; everything has its advantage. ”



1. You have already learnt that a nominal sentence consists of a subject and a predicate. A predicate may be singular, dual or plural. It may be masculine or feminine.
2. This lesson introduces another kind of predicate.

Read the following sentence:

الفَارُ فِي الْجُحْرِ .

It is a nominal sentence consisting of a subject (الفَارُ) and a predicate (في الجُحْرِ) . Note that the predicate consists of a preposition (في) and a noun (الجُحْرِ) . Note also that the noun following the preposition ends with the vowel (ة) ; it is in the genitive case. Other examples are:

الْأَسْدُ فِي هَيَاجٍ - الفَارُ فِي خَوْفٍ .

The first sentence consists of a subject (الْأَسْدُ) and a predicate (في هَيَاجٍ) . Similarly, the second sentence consists of a subject (الفَارُ) and a predicate (في خَوْفٍ) .

3. Read the following sentence:

الفَارُ فَوْقَ الشَّجَرَةِ .

It is a nominal sentence. It consists of a subject (الفَارُ) and a predicate (فَوْقَ الشَّجَرَةِ) . The predicate is an adverbial phrase of place.

Similarly, the sentence (الْعَقُوْبُ عِنْدَ الْمَقْدِرَةِ) consists of a subject (الْعَقُوْبُ) and a predicate (عِنْدَ الْمَقْدِرَةِ) ; the predicate is an adverbial

phrase of time.

Thus a predicate may be a prepositional or an adverbial phrase.

4. Read the following sentence:

لِلصَّغِيرِ مَزِيْدَةٌ.

It is a nominal sentence consisting of a subject (مَزِيْدَةٌ) and a predicate (لِلصَّغِيرِ). The predicate consists of a preposition and a noun.

Note that the predicate precedes the subject.

Note also that the subject is an indefinite noun. This shows that when a subject is an indefinite noun and the predicate consists of a preposition and a noun, the predicate must precede the subject.

The predicate also precedes the subject when the former is an adverbial phrase and the latter an indefinite noun:

فَوْقَ الشَّجَرَةِ فَارٌ.

If the subject is definite and the predicate is a prepositional or an adverbial phrase, the predicate may precede or follow the subject:

الْفَارُ فِي الْجُنُبِ أَوْ فِي الْجُنُبِ الْفَارُ.

الْفَارُ فَوْقَ الشَّجَرَةِ أَوْ فَوْقَ الشَّجَرَةِ الْفَارُ.

EXERCISES

مرينات

1. Answer the following questions:

- ما اسْمُ بَيْتِ الْأَسْدِ ؟
- ما اسْمُ بَيْتِ الْفَلَارِ ؟
- لِمَادِيْعَضَبَ الْأَسْدُ مِنَ الْفَلَارِ ؟
- كَيْفَ رَدَ الْفَلَارُ جَمِيلَ الْأَسْدِ ؟

2. Supply the missing predicates in the following:

- الْفَلَارُ
- الْأَسْدُ فِي هَيَاجٍ ، وَالْفَلَارُ
- مَزِيَّةٌ ، وَ..... مَزِيَّةٌ .

3. Indicate the predicate in each of the following sentences. Then state its kind:

- الْبَطْهُ فِي الْمَاءِ .
- الْعَصْفُورُ فَوْقَ الشَّجَرَةِ .
- فِي الْمَكْتَبَةِ أَقْلَامٌ .
- الشَّمْسُ مُشَرِّقَةٌ .
- الْمُسَافِرُونَ فِي الْمَحَطةِ .
- الْقِطَارُ سَرِيعٌ .

4. Write a nominal sentence about each of the following pictures. The sentence should consist of a subject and a predicate which is either a preposition or an adverbial phrase.



الدَّرْسُ السَّبْعُونَ

Paddarsu ssabuuna

Lesson Seventy



أَصْوَاتُ الْحَيَّاتِ وَالْطَّيْرِ

Pašwaatu lhayawaanaati waṭṭayri
The voices of animals and birds

يُحِبُّ مَحْمُودٌ قِطْتَهُ ، وَتُحِبُّ الْقِطْتَهُ مَحْمُودًا .

yuhibbu mahmuudun qittatahu watuhibbu iqittatu mahmuudan
Mahmoud likes his cat. The cat likes Mahmoud.

أَقْبَلَ وَالْدُّ مَحْمُودٍ .

Paqbala waalidu mahmuudin
Mahmoud's father came.

جَرَى مَحْمُودٌ إِلَيْهِ ، وَقَالَ :

jaraa mahmuudun ʔilayhi waqaala
Mahmoud ran to him and said,

تَكَلَّمَتْ قِطْتِي .

takallamat qittatii
" My cat has spoken. "

وَيَنْعَقُ الْغَرَابُ

wayanfaqu *guraabu*
The crow jars.

وَتَفْرُقُ الدَّجَاجَةُ

wataquuqu *ddajaajatu*
The hen clucks.

وَيَصِبِّحُ الدَّبَّابُ

wayajihu *ddiiku*
The cock crows.

لَمْ مَاءَتْ قِطْةٌ مَحْمُودٌ .

ئَعْمَّا مَاءَتْ قِتَّاتُ مَحْمُودٍ
Then Mahmoud's cat mewed.

قَالَ مَحْمُودٌ لِوَالِدِهِ : مَاءَتْ قِطْتِي .

qaala mahmuudun liwaalidih *maa?at qittati*
Mahmoud said to his father, " My cat has mewed. "

فَرِحَ الْوَالِدُ وَقَالَ :

faariha *lwaalidu waqaala*
Mahmoud's father was pleased and said,

عَرَفْتَ الْآنَ صَوْتَ الْقِطْةِ .

sarafta *lpaana sawta lqittati*
" Now you know (how to call) the voice of the cat. "

فَقَالَ مَحْمُودٌ :

faqaala mahmuudun
Mahmoud said,

وَعَرَفْتُ الْأَصْوَاتَ الَّتِي ذَكَرْتَهَا .

waifaraftu *lparwanta ilatiib dekartahaa*
" I have also known (how to call) the voices you have mentioned. "

EXERCISES

تمرينات

1. Indicate the verb and the subject in each of the following sentences:

- (١) مَاهِتُ الْقَطْطَةُ .
- (٢) تَبَعُ الْكَلْبُ .
- (٣) صَهَلَ الْحَصَانُ .
- (٤) شَقَشَقَ الْعَصْفُورُ .
- (٥) عَوَى النَّبْبُ .
- (٦) تَهَقَّ الْحِمَارُ .

2. Supply the missing verb in each of the following sentences:

- (١) الْحَمَامَةُ .
- (٢) الْأَسَدُ .
- (٣) الْغَرَابُ .
- (٤) الْدَّجَاجَةُ .

3. Supply the missing subject in each of the following sentences:

- (١) يَطِيرُ
- (٢) يَكْتُبُ
- (٣) أَشْرَقَتْ
- (٤) يَعُودُ
- (٥) ظَهَرَ
- (٦) تَمَرَحَ

الدَّرْسُ الْحَادِيُّ وَالسَّبْعُونَ

Paddarsu lhaadji wassabhiuna

Lesson Seventy-One



أَسْرَةُ مُتَعَاوِنَةٍ

Pusratun mutaaawinatun

A cooperating family

أَفْلَقَ الصَّبَاحُ . وَأَنْتَشَرَ النُّورُ . وَأَسْتَيقَظَتِ الْقَرْيَةُ . وَصَحَا النَّاسُ مُؤْمِنُونَ .

Paqbala ssabaahu wantasra nnuuru wastayqaðati lqaryatu wašaba nnaðimuuna
Morning has come. Light has spread. The village is up. The sleepers have awoken

أَسْرَ الْفَلَاحِينَ مُتَعَاوِنَةٌ :

Pusaru lfallaahiina mutaaawinatun

The families of farmers are cooperating.

يَعْمَلُ الْفَلَاحُونَ ، وَتَعْمَلُ الزَّوْجَاتُ ، وَيَعْمَلُ الْأُوْلَادُ .

yañmalu lfallaahuuna watañmalu zzawjaatu wayañmalu l?awlaadu
The farmers work. The wives (of farmers) work. The children (of farmers) work.

إِسْتَيقَظَ الْوَالِدَانِ ، وَإِسْتَيقَظَ الْأُوْلَادُ .

Pistayqaða lwaalidaani wastayqaða l?awlaadu

The parents (father and mother) woke up. The children woke up.

وَبَدَا كُلُّ مِنْهُمْ يَسْتَعِدُ لِعَمَلِهِ .

wabada?a kullun minhum yasta?iddu li?amalihi
Each one of them began to get ready for work.

ذَهَبَ الْوَالِدُ إِلَى الْمَسْجِدِ .

ðahaba ?waalidu ?ila ?masjidi
The father went to the mosque.

وَقَامَتِ الْأُمُّ بِأَعْمَالِ الْبَيْتِ .

waqaamati ?ummu bi?amali ?bayti
The mother did the house work.

تَحْلِبُ الْبَقَرَةَ ، وَتُنَظِّفُ الْبَيْتَ ، وَتَعِدُ الطَّعَامَ .

tahlubu ?baqarata watunaððisu ?bayta watu?iddu ?ta?ama
She milks the cow, cleans the house, and prepares food.

وَتُسَاعِدُ الْبَنِيَّانِ الْأُمَّ فِي أَعْمَالِهَا .

watusaa?idu ?bintaani ?umma fi ?amalihaa
The two daughters help the mother in her work.

وَيَعُودُ الْوَالِدُ مِنَ الْمَسْجِدِ .

waya?uuudu ?waalidu mina ?masjidi
The father returns from the mosque.

فَيَتَكَالَّوْنَ أَفْرَادُ الْأُسْرَةِ الْقُطُورَ .

fayatanaawalu ?afraadu ?pusrati ?fu?uura
The members of the family eat breakfast.

ثُمَّ يَذْهَبُ كُلُّ إِلَى عَمَلِهِ .

?umma yaðhabu kullun ?ila ?amalihi
Then everyone goes to his work.

يَذْهَبُ الْوَالِدُ إِلَى الْحَقْلِ ، وَيَذْهَبُ الْأُولَادُ إِلَى الْمَدْرَسَةِ .

yaðhabu ?waalidu ?ila ?haqli wayaðhabu ?pawlaadu ?ila ?madrasati
The father goes to the field, and the children go to school.

وَيَقُومُ الْوَالِدُ بِعَمَلِهِ فِي الْحَقْلِ .

wayaquumu lwaalidu bihamalihi fi lhaqli
The father does his work in the field.

يَسْقِي الزَّرْعَ وَيَرْعَى الْمَاصِيَّةَ ، وَتُسَاعِدُ الزَّوْجَةَ زَوْجَهَا .

yasqi zzarfia wayarfia lmaashiyata watusaafidu zzawjatu zawjaha
He waters the plants and looks after the cattle. The wife helps her husband.

وَيَذْهَبُ الْأَوْلَادُ إِلَيْهِمَا بَعْدَ الْخُرُوجِ مِنَ الْمَدْرَسَةِ ، وَيَتَعَاوَنُ الْجَمِيعُ فِي أَعْمَالِ الْحَقْلِ .

wayaathabu lPawlaadu lPilayhimaa ba'sda l'suruuji mina lmadrasati wayatafaawantu
ljamii'h u fi ?afmaali lhaqli
After leaving school the children join them and all (of them) cooperate in working in the field.



وَفِي الْمَسَاءِ يَعُودُ الْوَالِدَانِ ، وَيَبْعُدُ الْأَوْلَادُ مَعَهُمَا فِي سُرُورٍ .

wafi lmasaa'i yaSuudu lwaalidaani wayaSuudu lPawlaadu maahumaa fi suruurin
In the evening, the parents return (home). The children return with them happily (with pleasure).

الْأَسْرَةُ تَعْمَلُ وَتَتَعَاوَنُ .

Palusratu ta'malu watatafaawantu
The family works and cooperates.

١. **أَفْبَلَ الصَّبَاحُ - إِسْتَيْقَظَتِ الْفَرِيَةُ.**

Note that the subject in each sentence is singular. It is in the nominative case which is here indicated by (الضَّمْمَةُ).

٢. **إِسْتَيْقَظَ الْوَالِدَانِ - تُسَاعِدُ الْبَنَانِ الْأُمَّ.**

Note that the subject in each sentence is dual. It is in the nominative case which is here indicated by (ا) in the dual ending (ان).

٣. **صَحَا النَّائِمُونَ - يَعْمَلُ الْفَلَاحُونَ.**

Note that the subject in each sentence is a sound masculine plural. It is in the nominative case which is here indicated by (و) in the ending (ون).

٤. **تَعْمَلُ الزَّوْجَاتُ.**

Note that the subject is a sound feminine plural. It is in the nominative case which is indicated by (الضَّمْمَةُ) as in the singular.

٥. **إِسْتَيْقَظَ الْأُولَادُ.**

Note that the subject is a broken plural. It is in the nominative case which is indicated by (الضَّمْمَةُ) as in the singular.

٦. **إِسْتَيْقَظَ الْوَالِدُ.****إِسْتَيْقَظَ الْوَالِدَانِ.****إِسْتَيْقَظَ الْأُولَادُ.**

Note that the subject is singular, dual and plural in the first, second and third sentences respectively.

Note also that the verb has the same form in the three sentences. This indicates that the verb does not change form when the subject changes from singular into dual or plural.

EXERCISES

مُهِبَّات

1. Make the subject dual and then plural in the following sentences :

- (١) يَسْقِي الْفَلَاحُ الزَّرْعَ .
- (٢) يَبْيَعُ الصَّيْدَلِيُّ الدُّوَاءَ .
- (٣) يَصْنَعُ النَّجَارُ الْكُرْبَسِيُّ .
- (٤) تَطْبِيرُ الطَّائِرَةُ فِي الْهَوَاءِ .

2. Fill in the blanks with suitable verbs chosen from those given below:

وَصَلَ - تَسِيرُ - يَدْخُلُ - يُشِيرُ - أَكَلَ - يُشِيرُ

- (١) الْعَقَرَبُ الْكَبِيرُ فِي السَّاعَةِ إِلَى الدَّقَائِقِ .
- (٢) الْعَقَرَبُ الصَّغِيرُ فِي السَّاعَةِ إِلَى السَّاعَاتِ .
- (٣) الدَّجَاجُ الْقَمْحَ .
- (٤) الْقَطَارُ إِلَى الْمَحَطةِ .
- (٥) السَّفَيْنَتَانِ فِي النَّيْلِ .
- (٦) الْمُصَلِّونَ الْمَسْجِدَ .

3. Fill in the blanks with suitable subjects chosen from those given below:

الْمُسَافِرُونَ - الْعَامِلَاتُ - الصَّدِيقَانِ - الْبَلَلُ

- (١) قَامَ بِرِخْلَةِ .
- (٢) يَغْرُدُ

(٣) يَرْكِبُ القَطَارَ .
 (٤) تَرْجِعُ مِنَ الْمَضْنَعِ .

4. Form five verbal sentences combining a verb from (A) with a subject from (B):

(B)	(A)
الْقَطَّانُ	صَهَلَ
الْأَصْوَاتُ	تُشَقِّشُ
الْحِصَانَانِ	يُوْدِنُ
الْعَصَافِيرُ	تَرْتَفِعُ
الْمُوْذِنُونَ	تَمُوَءُ

الدَّرْسُ الثَّانِي وَالسَّبْعُونَ

Paddarsu eeaanii wassabquna
Lesson Seventy - Two



عِيدُ مِيلَادِ نَبِيلٍ

Siidu müilaadi nabiilin
Nabil's birthday

فَالَّتَّيْبِلُ لِوَالِدِهِ :

qaala nabiilun liwaalidih
Nabil said to his father,

قَرُبَ عِيدُ مِيلَادِيِّ.

qaruba Siidu müilaadii
"My birthday is approaching.

وَأَوَدُ حَفْلَةً لَطِيفَةً ،

wa?awaddu hafiatan la?iifatan
I would like to have a nice party.

أَدْعُو لَهَا الأَصْدِقَاءَ وَالْمَلَاءَ .

?ad?uu laha l?asdiqaa?aa wazzumala?aa
to which I invite friends and classmates. "

وَافَقَ الْوَالِدُ عَلَى الْفِيْكَرَةِ .

waafaqa lwaalidu Sala lfskrati
The father agreed to the idea.

وَدَعَا نَبِيلَ الْأَصْدِقَاءَ وَالْزُّمَلَاءَ .

wadafa nabilunu lPasdiqaa?a wazzumalaar?a
Nabil invited his friends and classmates.

إِشْرَى كُلُّ صَدِيقٍ هَدِيَّةً لِنَبِيلٍ .

pi?staraa kullo sadiiqin hadiyyatan linabiliin
Each friend bought a present for Nabil.

وَجَاءَ مَوْعِدُ الْحَفْلَةِ .

waja?a mawsidu lhaflati
It was time for the party.

فَحَضَرَ الْزُّمَلَاءُ وَالْأَصْدِقَاءُ .

fahadara zzumalaar?u walPasdiqaa?u
The classmates and friends came over.

إِسْتَقْبَلَ نَبِيلَ الْمَدْعُوِينَ .

pistaqbala nabilunu lmadhuuwiina
Nabil received the guests (the people invited).

وَجَلَسَ الْجَمِيعُ فِي عُرْقَةِ الْجُلُوسِ .

wajalasa ljamii?u fi gursati ljuuluusi
Everybody sat in the sitting room.

فَتَحَّفَّ نَبِيلُ الرَّادِيوِ .

fataha nabilunu traadyoo
Nabil turned the radio on.

فَسَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

fasami?a lPasdiqaa?u lPalhaana
The friends listened to music (the tunes).

ثُمَّ قَصُّوا النَّوَادِرَ الْلَّطِيفَةَ .

ءَعْمَّا قَسَّسُوا نَوَادِيرَ الْلَّطِيفَةَ
They told each other pleasant anecdotes.

وَلَعِبُوا الْأَلْعَابَ الْمُسْلِيَّةَ .

وَلَعِبُوا الْأَلْعَابَ الْمُسْلِيَّةَ
They played amusing games.

دَعَا نَبِيلُ الْحَاضِرِينَ إِلَى الْمَائِدَةِ .

دَعَى نَبِيلَنُو نَهَادِيرِيِّنَا نِيلَةَ الْمَائِدَةِ
Nabil invited the guests to the table.

فَشَرِبُوا الشَّايَ وَأَكَلُوا الْفَطَائِرَ .

فَشَرِبُوا الشَّايَ وَأَكَلُوا الْفَطَائِرَ
They drank tea and ate cakes.

وَأَشْعَلَتْ أُمُّ نَبِيلٍ الشَّمَعَاتِ .

وَأَشْعَلَتْ أُمُّ نَبِيلٍ الشَّمَعَاتِ
Nabil's mother lit the candles.

ثُمَّ أَطْفَأَ نَبِيلُ الشَّمَعَاتِ .

ثُمَّ أَطْفَأَ نَبِيلُ الشَّمَعَاتِ
Then Nabil blew the candles off.

وَصَفَقَ الْجَمِيعُ لِنَبِيلٍ وَقَالُوا :

وَصَفَقَ الْجَمِيعُ لِنَبِيلٍ وَقَالُوا
waṣaffaqa ljamiiṣu linabiliin waqaaluu
Everybody applauded (for) Nabil and said,

عِيدُ مِيلَادِ سَعِيدٍ يَا نَبِيلُ .

عِيدُ مِيلَادِ سَعِيدٍ يَا نَبِيلُ
“Happy birthday, Nabil.”

قَدَمَ كُلُّ وَاحِدٍ هَدِيَّةً لِنَبِيلٍ .

قَدَمَ كُلُّ وَاحِدٍ هَدِيَّةً لِنَبِيلٍ
qaddama kullo waahidin hadiyyatahu linabiliin
Every one gave Nabil his present.

وَقَدَمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

waqaddama lwaalidaani hadiyyatayni
Nabil's parents gave (him) two presents.

وَفَرَحَ نَبِيلٌ بِالْهَدَائِيَّاتِ .

wafariha nabwilun bishadaayaa
Nabil was happy with the presents.

1. Read the following sentences:

اشترى الصديق هدية . شرب الحاضرون الشاي .

These are two verbal sentences. Each consists of a verb and a subject. The subject in each is followed by a noun: (هدية) in the first sentence and (الشاي) in the second. Note that the added word in each sentence is the receiver of the action and is, therefore, called an object. Note also that the object in both sentences is singular and is in the accusative case which is here indicated by (الفتحة) .

2. Read the following sentence:

قدم الوالدان هديتين .

Note that the object in this sentence is the word (هديتين). It is dual and is in the accusative case which is here indicated by (اليماء) in the ending (شين) .

3. Read the following sentences:

استقبل نبيل المدعويين . دعا نبيل الحاضرين .

Note that the object in the first sentence is (المدعويين) and in the second (الحاضرين) . Both objects are sound masculine plurals. They are in the accusative case which is here indicated by (اليماء) in the ending (شين) .

4. Read the following sentence:

أشعلت الأم الشمعات .

Note that the object in this sentence is the word (الشمعات) . It is

a sound feminine plural (the singular is شَمْعَةٌ) . It is in the accusative case which is here indicated by (الْكَثِيرَةُ) below (الْتَّاءُ) in the ending (اتِ) .

5. Read the following sentences:

دَعَا نَبِيلُ الْأَصْدِيقَةَ . سَمِعَ الْأَصْدِيقَةُ الْأَلْحَانَ .

The objects in these two sentences are the broken plurals (الْأَصْدِيقَةُ) and (الْأَلْحَانُ) . They are in the accusative case which is here indicated by (الْفَتْحَةُ) as in the singular.

EXERCISES

تمرينات

1. Underline the object in each of the following sentences and show its case ending:

(١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .
 (٢) وَالصَّقَ نَبِيلٌ طَابَعَ الْبَرِيدَ عَلَى الظُّرْفِ .
 (٣) أَخْذَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ مِنَ الصُّنْدُوقِ .
 (٤) سَاعِي الْبَرِيدِ يَحْمِلُ الْحَقِيقَةَ .
 (٥) أَخْضَرَ الطَّيِّبَ الدَّوَاءَ .

2. Fill in the blanks with suitable objects chosen from the words given below:

حَقِيقَةً - حُجْرَةً - نَظَارَةً - حِذَاءً - الْجَرِيدَةَ .

(١) يَلْبِسُ أَشْرَفُ وَالِدَهُ ، وَيُمْسِكُ فِي يَدِهِ .
 (٢) إِلَهَامُ تَذَلَّلُ أَمْهَا .
 (٣) إِلَهَامُ تَلْبِسُ عَالِيَاً وَتَحْمِلُ أَمْهَا .

3. Fill in the blanks with suitable objects and show their case endings:

(١) فِي الْمَطَارِ رَأَى خَلِيلٌ كَبِيرَةً .
 (٢) نُشَاهِدُ عَلَى الْمَسَرَحِ .
 (٣) نَحْنُ تَسْمَعُ مِنَ الرَّادِيوِ .
 (٤) وَنَقْرَأُ فِي الْجَرِيدَةِ .
 (٥) نَحْنُ نَتَعَلَّمُ بِالرَّادِيوِ .

4. Make the object in the following sentence dual and then plural showing the case ending:

كَبَّ نَبِيلُ إِلَى عَمِّهِ خِطَابَآ .

الدَّرْسُ الثَّالِثُ وَالسَّيْمُونَ

Paddarsu əəalieu wassabSuuna
Lesson Seventy-Three



قَنَّاءُ السُّوَيْسِ

qanaatu ssuwaysi
The Suez Canal

قَنَّاءُ السُّوَيْسِ فِي أَرْضِ مِصْرَ .

qanaatu ssuwaysi fii ɻardi misra
The Suez Canal is in the land of Egypt.

تَبْدِأُ الْقَنَّاءُ مِنْ مِينَاءِ السُّوَيْسِ .

tabdaʔu lqanaatu min miinaaʔi ssuwaysi
The Canal begins at the port of Suez.

مَدِينَةُ السُّوَيْسِ عَلَى الْبَحْرِ الْأَحْمَرِ .

madiinatu ssuwaysi ɻala ɻbahri ɻahmari
The city of Suez is on the Red Sea.

تَمُرُّ الْقَنَّاةُ بِالْبَحْرِيَّاتِ الْمُرْءِ ،

ta'muru lqanaatu bilbahyraati lmurati
The Canal passes through the Bitter Lakes,

وَتَنْتَهِي إِلَى مِينَاءِ بُورْ سَعِيدٍ .

watantahii Pilas miinaa?i boorsa?iida
and ends at the harbour of Port Said.

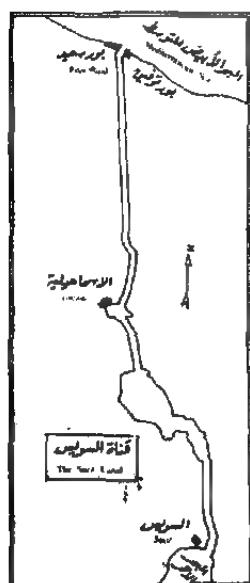
بُورْ سَعِيدٍ عَلَى الْبَحْرِ الْمُتَوَسِّطِ .

boorsa?iida Sala lbahri lmutawassiti
Port Said is on the Mediterranean Sea.

تَرْبِطُ الْقَنَّاةُ الْبَحْرَ الْأَحْمَرَ بِالْبَحْرِ الْمُتَوَسِّطِ .

tarbitu lqanaatu lbahra lPahmara bilbahri lmutawassiti
The Canal links the Red Sea with the Mediterranean Sea.

تَأْتِي السُّفُنُ إِلَى الْقَنَّاةِ مِنْ بِلَادِ الْعَالَمِ الْمُخْتَلَفَةِ ،



ta?ti ssufunu Pilas lqanaati min bilaadi lsaalami
lmuxtalifati

Ships come to the Canal from the different
countries of the world,

وَتَعْبُرُهَا فِي الاتِّجَاهَيْنِ ،

wata?buruhaa fii littjaahayni
and cross it from either direction.

فَتَسْوَفُ الْكَثِيرُ مِنَ الْوَقْتِ وَالْمَالِ .

fatuwaffiru lka?iira mina lwaqt walmaali
So they (the ships) save much time and money.

قَنَّاةُ السُّوِّيْسِ نِعْمَةٌ عَلَى الْعَالَمِ .

qanaatu ssuwaysi ni?matun Sala lsaalami
The Suez Canal is a blessing to the world.



حَفَرَ الْمِصْرِيُّونَ الْقَنَاءَ فِي الْقَرْنِ الْمَاضِيِّ .

hafara lmisiyyuna lqanaata fi lqarni lmaadji
The Egyptians dug the Canal in the last century.

وَفِي حَفَرِهَا بَذَلَتْ مِصْرُ جُهْدًا كَبِيرًا ،

wafii hafrihaa ba'dalat mi'sru juhdan kabiiran
In digging the Canal, Egypt expended much effort,

وَفَقَدَتْ كَثِيرًا مِنَ الْمِصْرِيِّينَ .

wafaqadat kaeiiran mina lmisiyyiina
and lost many Egyptians.

وَكَنْ سَيْطَرَتْ شَرِكَةُ أَجْنبِيَّةٍ عَلَى الْقَنَاءِ ،

walaakin saytarat Sharikatun Pajnabiyyatun Sala lqanaati
But a foreign company dominated the Canal,

وَانْسَلَّتْهَا لِمَصْلَحَتِهَا .

wastagallathaa limaslahatihaa
and exploited it for its own benefit.

وَفِي شَهْرِ يُولْيُو مِنْ عَامِ ١٩٥٦ أَمْمَتْ مِصْرُ شَرِكَةَ الْقَنَاءِ ، وَعَادَتِ
الْقَنَاءُ إِلَى أَهْلِهَا .

wafii Shahrri yuulyuu min Saami Palfin watisuimi'atun wasittatin waqamsiina
Pammamat migru Sharikata lqanaati waqadaati lqanaatu Pilaa Pahlihaa
In (the month of) July 1956, Egypt nationalized the Canal Company and the
Canal returned to its people.

1. تبدأ القناة من ميناء السوينس .
وتمر بالبحيرات المرة .
وتنتهي إلى ميناء بور سعيد .

These are three verbal sentences. Each consists of a verb, a subject and a complement consisting of a preposition and a noun.

The complement in the first sentence is (من ميناء) , in the second (بالبحيرات) , and in the third (إلى ميناء) .

Note that the case ending of the noun after the preposition is (الكسنة) .

This indicates that a preposition is followed by a noun in the genitive case.

2. تعبر السفن القناة في الاتجاهين .

Note that the preposition in this sentence is (في) . The noun governed by the preposition is (الاتجاهين) . It is dual and is in the genitive case which is here indicated by (الياء) in the ending (ين) .

3. فقدت مصر كثيراً من المضريين .

The preposition is (من) . The noun governed by it is (المضريين) . It is a sound masculine plural in the genitive case which is here indicated by (الياء) in the ending (ين) .

Thus the genitive case of both the dual and the sound masculine plural is indicated by (الياء) . But the genitive case of the broken plural and the sound feminine plural is indicated by (الكسنة) as in the singular.

Broken plural:

يَكْتُبُ التَّلَامِيدُ بِالْأَقْلَامِ .

Sound feminine plural:

نَسْرَى الْبَيْضُ مِنَ الْفَلَاحَاتِ .

4. This lesson introduces two new prepositions. They are:

عَلَى (عَلَى الْعَالَمِ)
 الْأَلَامُ (لِمَضْلَعَتِهَا) .

EXERCISES

تمرينات

1. Underline the preposition and the noun governed by it in the following:
(Revise lesson 42)

(١) كَتَبَ تَبِيلُ خَطَابًا إِلَى عَمِّهِ .
 (٢) أَلْصَقَ تَبِيلُ طَابَعَ الْبَرِيدِ عَلَى الظَّرْفِ .
 (٣) وَضَعَ تَبِيلُ الْخَطَابَ فِي الصُّنْدُوقِ .
 (٤) أَخْدَ سَاعِي الْبَرِيدِ الْخَطَابَ مِنَ الصُّنْدُوقِ .
 (٥) وَضَعَ سَاعِي الْبَرِيدِ الْخَطَابَاتِ فِي حَقِيقَةِ .

2. Complete each of the following sentences with a complement (a preposition + a noun) chosen from those given below:

مِنَ الصَّيْدِلِيَّةِ - فِي الْمَضْنَعِ - عَلَى الْمَائِدَةِ - مِنَ الْجَزَارِ - فِي الصَّبَاحِ

(١) يَقْرَأُ أَبِي الْجَرِيدَةَ
 (٢) يَشْتَرِي سَالِمُ الْلَّحْمَ
 (٣) تَعْمَلُ الْعَالِمَةُ
 (٤) وَضَعَتْ أَخْتِي الطَّعَامَ
 (٥) أَخْضَرَ الطَّبِيبُ الدَّوَاءَ

3. Answer the following questions:

(١) مِنْ أَيْنَ تَبْدِأُ قَنَاهُ السُّوَيْنِ ؟
 (٢) إِلَى أَيْنَ تَنْتَهِي ؟
 (٣) أَيْنَ مِنَاهُ بُوزُ سَعِيدَ ؟

(٤) متى حضر المُصريون القناة ؟
 (٥) متى عادت القناة إلى مصر ؟

4. Show the case endings of the nouns governed by prepositions in the following sentences:

(١) ذهب سالم وأسرته إلى البرج .
 (٢) رجع العمال من المصانع .
 (٣) نظر إلى العقربين في الساعة لينعرف الوقت .
 (٤) سلم المودعون على المسافرين .
 (٥) تلخص الطوابع على الخطابات .

الدَّرْسُ الرَّابِعُ وَالسَّبْعُونَ

Paddarsu ^{rraabiu} wassabiuuna
Lesson Seventy-Four



لَا تُصَاحِبِ الْكَذَابَ

Iaa tuṣaahib ikaḍbaa
Do not accompany the liar.

خَرَجَ صَدِيقَانِ لِلصَّيْدِ صَبَاحًا.

zaraja sadiiqaani liṣsaydi sabaahan
Two friends went out to hunt in the morning.

وَحَمَلَ كُلُّ مِنْهُمَا سِلَاحَهُ فَوْقَ كَفَّهِ.

waḥamala kullun minhumaa sīlaahahu fawqa katifihi
Each one of them carried his weapon on his shoulder.

سَارَ الصَّدِيقَانِ حَتَّى الظَّهْرِ.

saara ^{ssadiiqaani} hatta ḍḍuhri
The two friends walked until noon.

ثُمَّ جَلَسَا يَسْتَرِيحَانِ تَحْتَ شَجَرَةً.

θumma jalasa yastarihaani tahta ḥajaratin
Then they sat down to rest under a tree.

نَكَلَمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ مُدَّةً .

takallama ɻahaduhumaa ɻan ɻajaañatihi muddatan
One of them talked about his courage for some time.

وَقَالَ إِنَّهُ لَا يَخَافُ أَبَدًا .

waqaala ɻinnahu laa yañxaafu ɻabadan
He said that he is never afraid.

وَفَجَأَهُ طَلْعَ عَلَيْهِمَا دُبٌّ كَبِيرٌ .

wafajatan ɻalaʃa ɻalayhimaa dubbun kabirun
Suddenly a big bear came on to them.

جَرَى الصَّيَادُ « الشَّجَاعُ » فَوْزًا ،

jara ɻsayyaadu ɻuʃaañu fawran
The « courageous » hunter ran away immediately,

وَصَبَدَ فَوْقَ شَجَرَةَ عَالِيَّةٍ .

wasaʃida fawqa ɻajaratin ɻaaliyatun
and climbed up a high tree.

وَبَقَى الصَّيَادُ الْآخَرُ فِي مَكَانِهِ مُتَظَاهِرًا بِالْمَوْتِ .

wabaqya ɻsayyaadu ɻaaxaru fii makaanihi mutaañahiran biimawti
The other hunter remained in his place pretending to be dead.

وَالدُّبُّ لَا يَأْكُلُ الْمَيْتَةَ .

waddubbu laa yañkulu ɻimaytata
The bear does not eat the dead.

سَارَ الدُّبُّ نَحْوَ الصَّيَادِ ، وَدَارَ حَوْلَهُ وَهُوَ يَشْمُهُ .

saara ɻdubbu nañwa ɻsayyaadi wadaara hawlahu wabuwa yañammuhu
The bear walked to the hunter and went around him sniffing at him.

وَبَعْدَ قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

wabañda qaliilin tarakahu wansarafa
After a while it left him and went away.

وَنَزَلَ الصَّيَادُ الْأَوَّلُ مِنَ الشَّجَرَةِ .

wanazala ّssayyaadu ّRawwalu mina ّsjarati
The first hunter climbed down the tree.

وَسَأَلَ صَدِيقَهُ : مَاذَا قَالَ لَكَ الدُّبُّ ؟

wasaّala ّadiiqahu maaّaa qaala laka ّddubbu
He asked his friend, "What did the bear say to you ?"

قَالَ الصَّيَادُ الثَّانِي : نَصْحَنِي الدُّبُّ وَقَالَ : لَا تُصَاحِبِ الْكَذَابَ .

qaala ّssayyaadu ّoeaanii naّahani ّddubbu waqaala laa tusaahibi ّkaّbaabsa
The other hunter said, " The bear advised me and said: do not accompany the liar. "

1. خرج صديقان صباحاً . لا يخاف أبداً .

The word **صَبَاحًا** in the first sentence, and the word **أَبَدًا** in the second indicate the time when the action took place. They are, therefore, adverbs of time.

Note that they are in the accusative case which is here indicated by **(الفتحة)**.

2. حمل سلاحه فوق كتفه . يستريحان تحت الشجرة

The word **فَوْقَ** in the first sentence and the word **تَحْتَ** in the second indicate the place where the action took place. They are, therefore, adverbs of place. Note that they are in the accusative case which is here indicated by **(الفتحة)**.

3. Other adverbs of time and place which occurred in this lesson are:

Adverbs of time:	فَورًا	فَجَاءَ	مُدَدَّةً
Adverbs of place:	حَوْلَ	نَحْوَ	

1. Fill in the blanks with suitable adverbs of place or adverbs of time:

- (١) تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ
- (٢) طَلَعَ عَلَيْهِمَا دَبَ كَبِيرٌ .
- (٣) جَرَى الصَّيَادُ الشَّجَاعُ
- (٤) سَارَ الدَّبُ الصَّيَادُ وَهُوَ يَشْمُمُ .
- (٥) قَلِيلٌ تَرَكَهُ وَانْصَرَفَ .

2. Underline the adverbs of time in the following:

(This is to be done with reference to lesson 50.)

- (١) سَافَرْنَا إِلَى أَشْوَانَ يَوْمَ الْجُمُعَةِ مَسَاءً .
- (٢) وَوَصَلْنَا يَوْمَ السَّبْتِ ظَهِيرًا .
- (٣) وَسَارَ بِنَا الْقَطَارُ لَيْلًا وَنَهَارًا .
- (٤) وَقَضَيْنَا فِي أَشْوَانَ أَشْبُوعًا .

3. Underline the adverbs of place in the following:

(This is to be done with reference to lesson 49.)

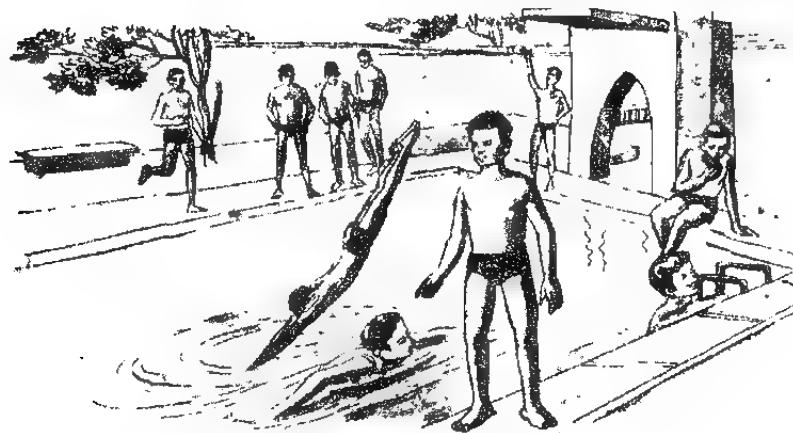
- (١) الْمَكْتَبُ أَمَامَ النَّافِذَةِ ، وَالْبَابُ أَمَامَ الْمَكْتَبِ .
- (٢) النَّافِذَةُ وَرَاءَ الْكُرْسِيِّ ، وَالْكُرْسِيُّ وَرَاءَ الْمَكْتَبِ .
- (٣) الْمَكْتَبَةُ يَمِينَ الْمَكْتَبِ ، وَالْمِنْصَدَةُ شِمَالَ الْمَكْتَبِ .
- (٤) الْمَكْتَبُ بَيْنَ الْكُرْسِيِّ وَالْبَابِ .
- (٥) صُندُوقُ الْمُهَمَّلَاتِ تَحْتَ الْمَكْتَبِ .

4. Indicate the adverbs of time and place in the following:

- (١) الْزَّهْرِيَّةُ فَوْقَ الْمَنْصَدَةِ .
- (٢) النَّافِذَةُ وَرَاءَ الْمَكْتَبِ .
- (٣) رَكِبْتَا الْبَاخِرَةَ صَبَاحًا .

الدُّرُسُ الْخَامِسُ وَالسَّبْعُونَ

Paddarsu Ixaamisu wassabfuuna
Lesson Seventy-Five



فِي حَوْضِ السَّبَاحَةِ

fi hawdi ssibaahati
In the swimming pool

صَحَا نَبِيلٌ مِّنْ نَوْمِهِ مُبْكِرًا . سَيَذْهَبُ الْيَوْمَ إِلَى النَّادِي .

tahaa nabihun min nawmihi mubakkiran sayaahabu lyawma Nila mnaadii
Nabil woke up early. He will go to the club today.

وَدَقَّ الْتَّلِيفُونُ . سَمِعَتْ نِهَادُ رَنِينَهُ عَالِيًّا .

wadaqqa tilifoonu sami'at nihaadu raninahu Saaliyan
The telephone rang. Nihad heard its ringing being loud.

جَرَّتْ نِهَادُ مُسْرِعَةً وَرَفَعَتِ السَّمَاعَةَ .

jarat nihaadu musri'atan warafasati ssammaafata
Nihad ran quickly and lifted the receiver.

الْمُتَكَلِّمُ عَادِلٌ صَدِيقُ نَبِيلٍ . سَمِعَتْ صَوْتَهُ وَاضِحًا .

Palmutakallimu Saadilun sadiiqu nabihin sami'at sawtabu waadihan
It's Adel, Nabil's friend, speaking. (Nihad) heard his voice being clear.

عادل : صباح الخير يا نهاد . هل خرج تبيل ذاهبا إلى النادي ؟

Saadilun sabaaha l'xayri yaa nihaadu hal xaraja nabilun əaahiban Pila nnaadii
Adel: « Good morning, Nihad. Has Nabil gone out going to the club ? »

نهاد : لا ، لم يخرج بعد . سأناديه . انتظر لحظة .

nihaadu laa lam yaaxruj ba'du sa'unaadihi Pintaðir lahðatan
Nihad : « No, he has not gone out yet. I will call him. Just a minute (wait
a moment). »

تبيل : صباح الخير يا عادل . أشتعد الآن للخروج . نلتقي في النادي بعد نصف ساعة .

nabilun sabaaha l'xayri yaa Saadilu Pastaðdu l'paana lilxuruuji naltaqii
fi nnaadii ba'da nisfi saaħsatin
Nabil : « Good morning, Adel . I am getting ready to go out. We will meet
at the club in half an hour »

ذهب تبيل إلى النادي مسرورا . وذهب عادل إليه سعيدا .

ħahaba nabilun Pila nnaadii masruuran waħħahaba Saadilun Pilayhi safiidan
Nabil went to the club being pleased. Adel went to it being happy.

هما عضوان قدیمان في النادي . وهما سباحان ماهران .

humaa fuqwaani qadiimaani fi nnaadii wahumaa sabbaahaani maahiraani
They are two old members in the club. They are two skilful swimmers.

وقف تبيل وعادل على حافة حوض السباحة .

waqafa nabilun waħħadilun Salaa haasati hawd ssibaahati
Nabil and Adel stood on the edge of the swimming pool.

وقف الصديقان متاهبين .

waqafa ssadiiqaani mutaħħibayni
The two friends stood ready.

واحد اثنان ثلاثة . وقفز الصديقان إلى الماء مسرعين .

waahidun pienaani ealaaetun waqfaza ssadiiqaani Pila lmaaġi mustiħayni
One, two, three, and the two friends jumped into the water quickly.

تَسَابَقَ الصَّدِيقَانِ . سَبَحَ كُلُّ مِنْهُمَا نَشِيطًا .

tasaabaqa ssadiiqaan sabaha kullun minhumaa našiṭan
The two friends raced. Each one of them swam actively.

سَبَقَ نَبِيلٌ صَاحِبَهُ . رَأَهُ عَادِلٌ مُتَقدِّمًا ، فَبَذَلَ الجُهْدَ مُضَاعِفًا .

sabqa nabiiun saahibahu raḍaahu Saadilun mutaqaddiman fabaḍala ljuhda
mudaaġafan

Nabil was ahead of his friend. Adel saw him advancing. He made a double effort.

ضَاقَتِ الْمَسَافَةُ بَيْنَهُمَا . وَأَدْرَكَ عَادِلٌ نَبِيلًا قَبْلَ نِهايَةِ السُّبَاقِ .

daaqati lmasaafatu baynahumaa waḍadraka Saadilun nabiilan qabla nihaayati
ssibaaqi

The distance between them narrowed. Adel caught up with Nabil before the end of the race.

خَرَجَا مِنْ حَوْضِ السُّبَاحَةِ فِي لَحْظَةٍ وَاحِدَةٍ .

xarajaa min hawdi ssibaahati fii laħbatin waahidatin
They came out of the swimming pool at the same moment.

إِنْتَقْبَلَهُمَا الرُّمَلَاءُ مُصْفَقِينَ .

pistaqbalahu... zzumalaafu muṣaffiqiina
Their mates received them applauding.

وَانْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصْفَقَاتٍ .

wastaqbalathuma zzamilaatu muṣaffiqatun
Their female mates received them applauding.

1. (a) ذهَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُورًا.

This is a verbal sentence. The subject is (نَبِيلٌ) and (مسْرُورًا) indicates the state of Nabil when he went to the club. In other words, (مسْرُورًا) indicates the state of the subject when he did the action expressed by the verb. Note that (نَبِيلٌ) and (مسْرُورًا) agree in gender; both are masculine singular.

(b) جَرَتْ نِهَادُ مُسْرِعَةً.

This is also a verbal sentence. The subject is (نِهَادُ) and (مُسْرِعَةً) indicates the state of Nihad when she ran. In other words, (مُسْرِعَةً) indicates the state of the subject when she did the action expressed by the verb. Note that (نِهَادُ) and (مُسْرِعَةً) agree in gender; both are feminine singular.

(c) سَمِعَتْ نِهَادُ الرِّئَنَ عَالِيًّا.

This is a verbal sentence. The subject is (نِهَادُ) and the direct object is (الرِّئَنَ). The word (عَالِيًّا) indicates the state or condition of (الرِّئَنَ) when (نِهَادُ) heard it. In other words, (عَالِيًّا) indicates the state of the direct object.

(d) بَذَلَ عَادِلُ الْجُهْدَ مُضَاعِفًا.

This is also a verbal sentence. The subject is (عَادِلُ) and the direct object is (الْجُهْدَ). The word (مُضَاعِفًا) (doubled) indicates the state of (الْجُهْدَ) (effort) made by (عَادِلُ), i.e. the state of the direct object.

2. The noun which indicates the state of the subject or direct object at the time the action takes place is called «accusative of state» (حال) ; it is always in the accusative. In the previous examples, the accusative case ending is (الْفَتْحَةُ) because the accusative of state is singular.

3. وَقَفَ الصَّدِيقَانِ مُتَاهِبِيْنَ - فَقَرَأَ الصَّدِيقَانِ مُسْرِعِيْنَ.

The nouns (مُتَاهِبِيْنَ) and (مُسْرِعِيْنَ) are accusatives of state. The accusative case ending is (ي) in the ending (يْن) because the accusative of state is dual.

4. إِنْتَقَبَلَهُمَا الزُّمَلَاءُ مُصَفَّقِيْنَ - إِنْتَقَبَلَتْهُمَا الزُّمِيلَاتُ مُصَفَّقَاتٍ.

The noun (مُصَفَّقِيْنَ) is an accusative of state. The case ending is (ي) in the ending (يْن) because the noun is a sound masculine plural. The noun (مُصَفَّقَاتٍ) is also an accusative of state but the case ending is (الْكَسْرَةُ) because the noun is a sound feminine plural.

EXERCISES

تمرينات

1. Indicate the accusative of state in each of the following sentences:

- (١) صَحَا تَبَيْلُ مُبَكِّرًا .
- (٢) سَمِعَتْ نَهَادُ الصَّوْتَ وَاضْحَى .
- (٣) ذَهَبَ عَادِلُ إِلَى النَّادِي سَعِيدًا .
- (٤) هَلْ خَرَجَ تَبَيْلُ ذَاهِبًا إِلَى النَّادِي؟

2. Fill in the blanks with suitable accusatives of state:

- (١) وَقَفَ تَبَيْلُ أَمَامَ حَوْضِ السَّبَاحَةِ
- (٢) سَبَعَ كُلُّ مِنْهُمَا
- (٣) رَأَى عَادِلُ صَاحِبَهُ

3. Fill in the blanks with suitable accusatives of state chosen from those given below:

مَشْرُورًا - جَمِيلَةً - وَاسِعًا - مُبَكِّرَاتٍ - مَفْتُوحَةً - مُتَعَبِّينَ .

- (١) ذَهَبَتْ إِلَى الْمَسْرَحِ
- (٢) رَأَى خَلِيلَ الْقَاهِرَةَ مِنْ فَوْقِ الْبَرْجِ .
- (٣) رَجَعَ الْفَلَاحُونَ مِنَ الْحَقْلِ
- (٤) تَذَهَّبُ الْعَامِلَاتُ إِلَى الْمَضْنَعِ
- (٥) تَرَكَتُ النَّافِذَةَ لِيَدْخُلَ الْهَوَاءَ .
- (٦) شَاهَدَتُ الْمَطَارَ

4. Indicate the accusatives of state referring to the subject or the direct object in the following sentences:

(١) تَشْرَبُ وَكَادُ الشَّايَ سَاحِنَاً .

(٢) يَضْحَكُ تَبِيلُ مَسْرُورَاً .

(٣) رَأَيْتُ الْبَجَعَةَ سَابِحَةَ فِي الْبَحِيرَةِ .

(٤) يُغَنِّي الْفَلَاحُ سَعِيداً .

(٥) شَاهَدْنَا التَّمَثِيلِيَّةَ مَسْرُورِيْنَ .

(٦) أُحِبُّ الْفَاكِهَةَ طَازَجَةَ .

5. يَقْرَأُ التَّلْمِيْدُ فِي الْفَصْلِ وَاقِفَاً .

Make the subject (التلميذ) dual, then plural changing the form of the accusative of state (واقفاً) accordingly.

الدُّرُسُ السَّادُسُ وَالسَّبْعُونَ

Paddarsu ssadis u wqasabfuuna
Lesson Seventy-Six



فَرِيقُ الْكَشَافَةِ

fariiqu lkulShafati
The boycout troop

فِي مَدْرَسَةِ سَالِمٍ فِرَقٌ كَثِيرَةٌ .

fi madrasati ssalim min firaqun kaelliratun
In Salim's school there are many teams.

مِنْهَا فَرِيقُ التَّمْثِيلِ وَالْمُخَاطَبَةِ ،

minhaa fariiqu ttameeli walzataabati
They are the acting and elocution group,

وَفَرِيقُ الْكُرْبَةِ ، وَفَرِيقُ الْكَشَافَةِ .

wafariiqu kurabi wafariiqu lkulShafati
the football team and the boycout troop.

إِنَّمَا تَبِيلُ وَأَشْرَافُ إِلَى فَرِيقِ الْكَشَافَةِ .

Hadamma nabillun waAshrafu illaa fariiqu lkulShafati
Nabil and Ashraf joined the boycout troop.

نَعْلَمْ تِبْيَلُ وَأَشْرَفُ مَبَادِيَ الْكَشَافَةِ :

taħallma nabillun waħħrafu mabaadiha l-kħauffi
Nabil and Ashraf learnt the principles of boy scouts.

وَهِيَ طَاعَةُ الرُّوْسَاءِ ، وَاحْتِرَامُ الْكِبَارِ ،

wahliya jaafatu rrutbaaġi waħtiraamu l-kibaari
These are obeying the superiors, respecting the grown-ups.

وَمُسَاعَدَةُ الْفَقَرَاءِ وَالْمُخْتَاجِينَ .

wamusaaqadatu ifuqaraaġi walmuħtaejja
and helping the poor and the needy.

عَسْكَرُ الْفَرِيقِ صَبَاحًا لِي صَغْرَاءِ الْهَرَمِ .

qasqara l-Isarliqu sabaaħan fil-jaħraġi l-harami
The troop encamped in the Pyramid desert in the morning.

وَالنَّسَمَةُ الْأَعْضَاءُ الْعَمَلُ :

waqtasama l-jeuġjaapu l-ixxمالا
The members divided the work among themselves.

تِبْيَلُ وَأَشْرَفُ حَارِسَا الْمَعْسَكَرِ ،

nabillun waħħrafu haarisa lmuħsakari
Nabil and Ashraf were the guards of the camp.

وَاحْمَدُ وَإِبْرَاهِيمُ وَعَلَىُ طَبَّاغُو الْمَعْسَكَرِ .

waħħmadu waħibrahim waħaliyyun jaħbaazu lmuħsakari
Ahmad, Ibrahim and Aly were the cooks of the camp.

وَاحْتَارَ الْمُشْرِفُ عَصَوَيْنِ لِتَنْظِيفِ الْخِيَامِ ،

waħxaara l-ixulrifu qasqwayni litanölli l-ixleyam
The supervisor chose two members to clean the tents.

وَعَصَوَيْنِ لِيَجْلِبِ الْمَاءَ وَالْحَطَبِ ،

waħħasqwayni l-ijjalbi lmaaġi waħhaġebi
and two members to fetch water and wood for the fire.

وَعُضْوَيْنِ لِتَنْقِلِ الْخِطَابَاتِ .

waSudwayni linaqli Ixitaabaati
and two members to carry letters.

وَعِنْدَ الظَّهَرِ عَسْكَرٌ فَرِيقٌ أَخْرُ بِجُوارِهِمْ ،

waSinda ڏduhri Saskara fariiqun Paaxaru bijawaarihim
At noon, another troop encamped near them.

وَتَعَارَفَ أَعْضَاءُ الْفَرِيقَيْنِ بَعْضُهُمْ بِبَعْضٍ .

wataSaarasa PaSaarapu Ifariiqayni baSduhum bibaSdin
and the members of the two troops got acquainted (with each other).

وَفِي الْمَسَاءِ فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعْسَكَرَيْنِ ،

wafi lmasaa?i faraga Ifariqaani min PaSmaali ImuSaskarayni
In the evening the troops finished camp work,

وَجَلَسَ الْجَمِيعُ حَوْلَ النَّارِ يَسْمُرُونَ ،

wajalasa ljamii?u hawla naari yasmuruuna
and they all sat around the fire to have fun;

وَقَضُوا لَيْلَةً لَطِيفَةً مُمْتَنَةً .

waqadaw laylatan latifatan mumti?atan
they spent a nice, pleasant evening.



١. عَسْكَرُ الْفَرِيقَانِ فِي صَحْرَاءِ الْهَرَمِ .

(الْهَرَم) is a noun that specified the desert where the boy scouts encamped.

Such a noun is called the genitive (المضاف إلَيْهِ) and the noun that precedes it (صَحْرَاء) is called the construct (المضاف) .

Note that (الْهَرَم) is a singular noun in the genitive case which is indicated here by (الْكَسْرَة) .

Note also that the construct (صَحْرَاء) does not end by nunation (the sign of indefinite nouns), since it has become definite by annexation.

٢. مِنْ مَبَادِئِ الْكَشَافَةِ طَاعَةُ الرُّوْسَاءِ .

The noun (طَاعَة) is the genitive of (الرُّوْسَاء) . It is a broken plural in the genitive case which is indicated here by (الْكَسْرَة) .

Note that the construct (طَاعَة) has no nunation.

٣. إِخْتَارُ الْمُشْرِفِ عُضُوِّينِ لِتَقْلِيلِ الْخِطَابَاتِ .

The noun (نَقْل) is the genitive of (الْخِطَابَاتِ) . It is a sound feminine plural. It is in the genitive case which is indicated here by (الْكَسْرَة) .

Note that the construct (نَقْل) has no nunation.

٤. فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعْسَكَرَتَيْنِ .

The noun (أَعْمَال) is the genitive of (الْمُعْسَكَرَتَيْنِ) . It is in the genitive case which is indicated here by (أَلْيَاء) in the ending (يْتَنِ) .

Note that the construct (أَعْمَال) has no nunation.

٥. من مبادئ الكشافة مساعدة المحتاجين .

The noun (مساعدة) is the genitive of (المحتاجين). It is in the genitive case which is indicated here by (آل) in the ending (ين). It is a sound masculine plural.

Note that the construct (مساعدة) has no nunation.

٦. نبيباً وأشرف حارساً المُعْسِكِ .

Note that the original form of the construct (حارساً) is (حارسان). It is a dual.

Since it stands in the construct with (المُعْسِكِ), it has dropped its (نون).

٧. هُمْ طَبَّاعُو المُعْسِكِ .

Note that the original form of the construct (طباعون) is (طباعون). It is a sound masculine plural.

Being the construct of (المُعْسِكِ), it has dropped its (نون).

٨. The genitive case is indicated by (آل) if it is:

- Singular as in example 1.
- Broken plural as in example 2.
- Sound feminine plural as in example 3.

The genitive is indicated by (آل) if it is:

- Dual as in example 4.
- Sound masculine plural as in example 5.

Nunation is dropped if the construct is singular, broken plural or sound feminine plural.

If the construct is dual or sound masculine plural (as in examples 6 and 7) the (نون) of the dual and plural endings is dropped.

EXERCISES

مَرْهَنَات

1. Indicate the construct and the genitive in the following sentences:

فِي مَدْرَسَةِ سَالِمٍ فِرَقٌ كَثِيرَةٌ .
وَمِنْ فِرَقِ الْمَدْرَسَةِ فَرِيقٌ قَمْبَيلُ .
إِخْتَارُ الْمُشْرِفِ عُصْبَيْنِ لِتَنْظِيفِ الْجِبَامِ .
جَلَسَ أَعْصَاءُ الْمُقْسِكَيْنِ حَوْلَ النَّارِ .

2. Supply the missing genitive in the following sentences:

مِنْ مَبَادِيِّ احْتِرَامٌ وَمَسَاعِدَةٌ
إِخْتَارُ الْمُشْرِفِ عُصْبَيْنِ لِجَلْبِ وَالْحَطَبِ .
تَعَارَفُ أَعْصَاءٍ
جَلَسَ الْجَمِيعُ حَوْلَ يَسْمُرُونَ .

3. Fill in the blanks with suitable genitives chosen from the words given below.
Indicate the case ending of the genitive:

الْبَابِ - الْمُهَمَّلَاتِ - الْقَاهِرَةِ - الْبَقَالِ - الصِّيدَلِيَّةِ - الْحَيْوَانِ - الصُّحُفِ

رَمَيْتُ الْوَرَقَ فِي صُندُوقِ
عَلَى بَابِِ لَافَةِ .
فِي دُكَانِِ سُكَّرٌ وَشَائِيِّ .
شَاهَدَ خَلِيلُ بُرْجَ وَحَدِيقَةِ .
بَالَّعُ يَدُقُّ جَرَسِ

4. Fill in the blanks with suitable constructs chosen from the words given below.
Make any necessary changes in the form of the construct:

فَلَاحُونَ - عَقْرَبَانِ - طَابَعَ - ظِلَّ - مِثْنَةٌ

جَلَسَ مَخْنُودٌ فِي الشَّجَرَةِ .

الْمَقْ نَبِيلٌ الْبَرِيدِ عَلَى الظُّرُفِ .

. السَّاعَةِ يَدُورَانِ .

. الْقَرْيَةِ نَشِيطُونَ .

. الْجَامِعِ عَالِيَّةِ .

الدُّرُسُ السَّابِعُ وَالسَّبْعُونَ

Paddarsu ssaabi'u wassabi'uuna

Lesson Seventy - Seven



النَّحْلَةُ

Pannahlatu

The Bee

النَّحْلَةُ حَسَرَةُ تَشِبَّهُ

Pannahlatu hašaratun našiitatum
The bee is an active insect.

وَهِيَ تَشْتَهِرُ بِالتَّعَاوُنِ وَالإِدْخَارِ وَالشَّجَاعَةِ .

wahiyah tašthiru bittasawuni wažidxaari waššajaašati
It is known for its cooperation, thrif and courage.

وَتَعِيشُ النَّحْلَةُ فِي جَمَاعَةٍ مُّنْظَمَةٍ .

watašiūu nnahlatu fi jamaašatin munažžamatin
The bee lives in an organized community.

وَهَذِهِ الْجَمَاعَةُ تَكُونُ مِنَ الْمَلَكَةِ وَالذُّكُورِ وَالْعَمَالِ .

wahaašihū ijamaašatu tatakawwanu mina lmalikati wažžukuuri waššummaali
This community consists of the queen, the drones and the workers.

وَكُلُّ نَحْلَةٍ تُؤْدِي وَاجِبَهَا بِإِخْلَاصٍ وَنَشَاطٍ .

wakullu nablatin tużaddiżi waajibahen bilixlaapin wanakbaqin
Every bee performs its duty devotedly and actively.

فَالْمِلْكَةُ تَقْسِمُ الْبَيْضَ .

falmallkatu tađeñu l'bajda
The queen lays the eggs.

وَالْكُوْرُ تَلْقَعُ الْمَلِكَاتِ .

wađđukuuru tulsqqibū l'malikeat
The drones fertilize the queens.

وَالْعَمَالُ تَقْرُمُ بِالْعَمَلِ .

waġġummaelu taquumu bilqasall
The workers do the work.

تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْحَدَائِقِ وَالْمَزَارِعِ سَعْيًا فِي جَمْعِ الْقُوْتِ .

taqdi nnablatu nnahaera fi l'hadeeqi walmazaariqil safyan fil jaġa l'iquuti
The bee spends the day in the gardens and farms working hard to collect food.



وَتَسْقُطُ عَلَى الْأَزْهَارِ رَهْبَةً فِي امْتِصَاصِ رَحِيقِهَا .

wataquju qala l'pażzaeri ragħbatan fi mtipaqi
rabliqhaa
It falls on the flowers to suck their nectar.

ثُمَّ تَعُودُ إِلَى الْخَلِيْبَةِ وَتُخْرِجُ الْعَسْلَ مِنْ بَطْنِهَا .

summa taqquudu pia l-żallu watucċi luqas min
batnihaa
Then it returns to the hive and secretes the honey from its abdomen.

وَتَفْسِعُ الْعَسْلَ فِي أَفْرَاقِهِ مِنَ الشَّمْعِ حِفْظًا لَهُ .

wataqqa luqas minn-hamri hiżżeen lahu
It puts the honey in wax combs to preserve it.

وَهَذِهِ الْأَفْرَاقُ لَهَا عَيْنُونُ سُدَاسِيَّةُ مُنْقَطَّةٌ .

wahaadli luqas minn-hamri lahaa quyuunun sudasatiyyatun munqatul
These combs have regular hexagonal cells.

نَخْرُنَ فِيهَا الْعَسلَ أَمَّاً فِي اسْتِخْدَامِهِ وَنَفْتَ الْحَاجَةَ .

tazzinu liha f-Is-sala pamalan f-storodaamih waqt lahaajat
It stores the honey in them in the hope of using it in time of need.

وَيَبْنِي النَّحْلُ بُيُوتَهُ فِي الْجِبَالِ وَالشَّجَرِ .

wayabni nnahlu buyuutahu f-Ilbaali waMajari
The bees build their hives in mountains and trees.

وَالنَّحْلَةُ مُسَالِمَةٌ وَلَكِنْهَا شُجَاعَةٌ .

wannahlatu muasalimatum walaakinnahaa kuteaqatun
The bee is peace-loving but courageous.

تَلْسَعُ مَنْ يَقْرَبُ مِنْ خَلِيلِهَا دِفاعًا عَنْ نَفْسِهَا .

talasfu man yaqtaribu min xalliyathha diffaqan fan nefsilhaa
It stings whoever gets near to its hive in defence of itself.

وَيَرِبُّ النَّاسُ النَّحْلَ فِي خَلَلِيَا طَعَمًا فِي عَسَلِهِ .

wayurabbi nnasu nnahla fi xallayaa ja'mafan fi qasalhi
People breed bees in hives in order to get their honey.

وَيَدْخُلُ شَمْعُ النَّحْلِ فِي بَعْضِ الصَّنَاعَاتِ .

wayeddu lu kamasu nnahli fi baidha pinnasqati
Bee wax is used in some industries.

وَيَلْقَعُ النَّحْلُ الْأَزْهَارَ .

wayulaqqibu nnahlu l-pazhaara
The bees pollinate flowers.

لَهُوَ يَحْمِلُ حَبُوبَ اللَّقَاحِ مِنْ زَهْرَةٍ إِلَى أُخْرَى .

fahuwa yahmilu hubuuba il-qasabi min zahratin Pilas Puersa
They carry the pollen from one flower to another.

فَالنَّحْلَةُ حَنَّرَةٌ نَافِعَةٌ .

fannahlatu halferatun naafiqatun
The bee is a useful insect.

Read the following sentences:

1. **تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِصَاصِ رَحِيقِهَا .**

Note that the word (رَغْبَةً) indicates the reason why the action expressed by the verb (تَسْقُطُ) is performed.

2. **تَفْعَلُ النَّحْلَةُ الْعَسلَ فِي أَفْرَاقِ الشَّمْعِ حِفْظًا لَهُ .**

Note that the word (حِفْظًا) indicates the reason why the bee puts the honey in wax combs.

3. **تَخْرِنُ النَّحْلَةُ الْعَسلَ أَمْلَأً فِي اسْتِخْدَامِهِ وَفْتَ الْحَاجَةِ .**

Note that the word (أَمْلَأً) indicates the reason why the bee stores the honey.

Each of the words (رَغْبَةً - حِفْظًا - أَمْلَأً) indicates the reason why the action expressed by the verb is performed. It is, therefore, called the accusative of cause or reason (المَفْعُولُ لِأَجْلِهِ) .

4. Note that the accusative of cause in each of these sentences is a noun. It is in the accusative case which is indicated here by (الْفَتْحَةُ) .

EXERCISES

1. Answer the following questions:

(١) لماذا تُقْضي النَّحْلَةُ النَّهَارَ فِي الْمَزَارِعِ وَالْمَدَائِقِ ؟

(ب) لماذا تَسْقُطُ النَّحْلَةُ عَلَى الْأَرْضِ ؟

(ج) لماذا تَضَعُ النَّحْلَةُ الْعَسلَ فِي أَفْرَاقِ مِنَ الشَّفْعِ ؟

(د) لماذا يُرْبِّي النَّاسُ النَّحْلَ ؟

(هـ) لماذا تَلْسُعُ النَّحْلَةُ مَنْ يَقْرِبُ مِنْ خَلْيَتِهَا ؟

2. Fill in the blanks with suitable accusatives of cause:

(١) تَسْقُطُ النَّخْلَةُ عَلَى الْأَزْهَارِ فِي امْتِصَاصِ رَحِيقِهَا .

(ب) تَفَضُّعُ النَّخْلَةُ الْعَسْلَ فِي الْأَقْرَاصِ لَهُ .

(ج) تَلْسُعُ النَّخْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلَابِهَا عَنْ تَفْسِهَا .

(د) يُرْبِّي النَّاسُ النَّخْلَ فِي خَلَابِيَا فِي عَسْلِهِ .

3. Insert the following words in their appropriate places:

طاعة - رغبة - حفظا

(أ) نَسْمَعُ دُرُوسَ اللُّغَةِ الْعَرَبِيَّةِ مِنَ الرَّادِيوِ فِي تَعْلِيمِهَا.

(ب) أَصْلَى فِي الْمَسْجِدِ اللَّهُ .

(ج) أَضْعَفْ كُتُبِي فِي الْحَقِيقَةِ لَهَا .

4. Fill in the blanks with suitable accusatives of cause chosen from those in brackets:

(١) أَخْمَلُ السَّاعَةَ فِي مَعْرِفَةِ الْوَقْتِ. (خَوْفًا - رَغْبَةً - حَفْظًا)

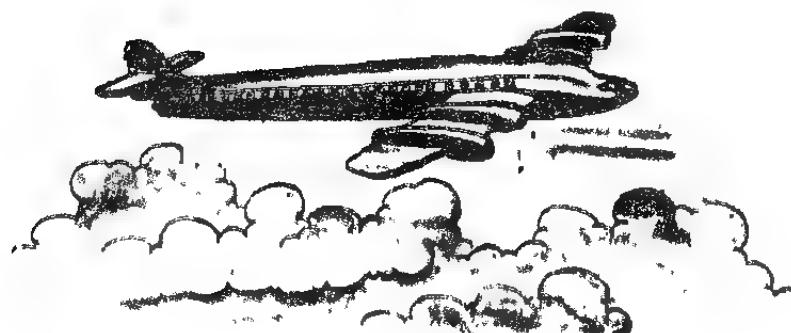
(ب) يَقْفَى التَّلَامِيدُ لِلْمُعْلَمِ. (أَمْلًا - طَاعَةً - اخْتِرَاماً)

(ج) نَقْرَأُ الصُّحْفَ فِي مَعْرِفَةِ الْأَخْبَارِ. (اخْتِرَاماً - رَغْبَةً - خَوْفًا)

(د) لَا يَمْبَرُ الشَّارِعَ عَنْ دَرْوِيَّةِ النُّورِ الْأَخْمَرِ مِنَ الْخَطَرِ. (طَاعَةً - أَمْلًا - خَوْفًا)

الدُّرُسُ الثَّامِنُ وَالْسَّبْعُونَ

Paddarau ^{sesamini} wassebhuuna
Lesson Seventy-Eight



الطَّائِرَةُ

PaṭṭasPiratu
The Aeroplane

مَلَ رَكِبْتَ الطَّائِرَةَ فِي يَوْمٍ مِّنَ الْأَيَّامِ ٤

hal rakibta ^{ṭṭasPirata} fi yawmin mina ^{lPayyaam}
Have you ever been in an aeroplane?

وَمَلَ رَأَيْتَهَا تَرْتَفِعُ فِي السَّمَاءِ ،

wahal raṭaytaha tarṭiftu ^{fi seamaaḥ}
Have you seen it go up in the sky,

وَتَطْوِي الْبِلَادَ وَالْبَحَارَ طَيْباً ٤

wataṭwi ^{ibliada walbihaara ḫayyan}
and fly speedily across lands and seas?

مَلَ سَمِعْتَهَا تَنِزُّ أَزِيزَ النَّحْلَةِ ،

hal samiṭtaha taṭizza ^{Pazliza nnahlati}
Have you heard it buzz like a bee,

وَتَحْلِقُ فَوْقَ الْمَطَارِ تَخْلِيقَ النَّسْرِ ،

watuhalliqu fawqa lmaaqari tabliqa nnasri
fly over the airport like an eagle.

ثُمَّ تَهْبِطُ إِلَى الْمَطَارِ فِي سَلَامٍ ،

eumma tahbitu illa lmaaqari fi salaamin
and then land in the airport safely .

الْطَّائِرَاتُ فِي زَمْنِ السُّلْمِ نِعْمَةٌ عَظِيمَةٌ .

Pat̄ṭasfirnatu fi zamani salimi nifmatun faḥlimatun
Aeroplanes are a great blessing in time of peace.

وَهُنَّ تَحْلِمُ النَّاسَ خِدْمَةً جَلِيلَةً .

wahliya taxdumu nnasas midmstan jallilatan
They render people a great service.

فِيهِ تَقْرُبُ الْمَسَافَاتِ ، وَتَنْقُلُ الْمَسَافِيرِينَ ،

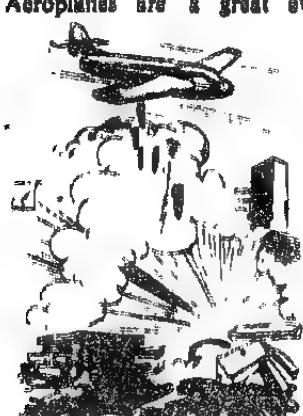
fahilya tuqarribu lmasaafeati watanqulu lmuasafirina
They shorten distances, carry passengers.

وَتَحْمِلُ الْبَضَائِعَ وَالرُّسَائلَ .

wataḥmili lbaqsaḍiha warraṣaḍiha
and carry goods and mail.

وَالْطَّائِرَاتُ فِي زَمْنِ الْحَرْبِ شَرٌّ عَظِيمٌ .

wat̄ṭaaḍirnatu fi zamani tharbi barrun faḥlimun
Aeroplanes are a great evil in time of war.



فِيهِ تَهْدِمُ الْمَدُنَّ وَالْقُرَى هَذَا ،

fahilya tahdimu lmaduna walqurae hadman
They demolish cities and villages heavily.

وَتُخْرِبُ الْبَلَادَ الْعَامِرَةَ تَخْرِبِيَا ،

wetuṣarribu lbilāda lqāmīra taṣriban
ruin inhabited countries badly,

وَتُدَمِّرُ الْمَزَارِعَ وَالْمَصَانِعَ تَدْمِيرًا .

watudammiro ^lmazaari ^{sa} walmaaani ^{sa} tadmiiran
and destroy farms and factories terribly.

تَقْدِمَ الطَّيْرَانُ تَقْدِمًا عَظِيمًا ،

taqaddama ^ltayaraanu taqadduman ^{sa}biiman
Flying has made an enormous progress,

وَقَفَزَ إِلَى الْأَمَامِ قَفْزَةً كَبِيرَةً .

waqafaza ^lila ^lpamaami qafzatan kabiratan
and has jumped a big step forwards.

وَالْيَوْمَ يُحَاوِلُ الْإِنْسَانُ غَزْوَ الْفَضَاءِ ،

walyawma yuhaawilu ^lpinsaanu gazwa ^lfadaa'i
Nowadays man is trying to invade space,

وَقَدْ تَجَحَّقَ فِي ذَلِكَ تَجَاحِحًا عَظِيمًا .

waqad najaha fii daalika nejaahan ^{sa}biiman
and has achieved great success in this respect.

1. تَهَدِمُ الطَّائِرَاتُ الْمُدْنَى هَذِمَاً .
تُخْرِبُ الطَّائِرَاتُ الْبَلَادَ تَخْرِيبَيَاً .

Each of these two sentences consists of a verb, a subject, an object and a complement which is underlined.

Note that this complement is a noun derived from the verb-root.

In the first sentence the verb is (تَهَدِمُ) and the noun is (هَذِمَاً); in the second sentence the verb is (تُخْرِبُ) and the noun is (تَخْرِيبَيَاً).

Note that this noun emphasizes the verb. It is called the absolute accusative (المُفْعُولُ الْمُطْلَقُ). It is always in the accusative case which is indicated here by (الفَتْحَةُ).

2. تَنْزِلُ الطَّائِرَةُ أَزِيزَ النَّحلَةِ .
تَقْدِمُ الطَّيْرَانُ تَقْدِيماً عَظِيْمَاً .

The absolute accusative in the first sentence is (أَزِيزَ) and in the second (تَقْدِيماً).

Note that it indicates the kind of the verb. In the first sentence it indicates that the buzz of the aeroplane is of the same kind as that of the bee. In the second sentence it indicates that the progress made is great.

The absolute accusative in these two sentences is also in the accusative case.

EXERCISES

مرينات

1. Indicate the absolute accusative in the following sentences. Then state its function:

(١) الطائرة تطوي الياء والياء طيأ .
 (ب) تحلق فوق المطارات تخليل النسر .
 (ج) وهي تخدم الناس خدمة جليلة .
 (د) وتدمر المزارات والمعابد تدميرا .
 (ه) ففاز الطيران إلى الأمام ففزة كبيرة .
 (و) تجعف الإنسان في غزو الفضاء تجاهًا عظيمًا .

2. Fill in the blanks with suitable absolute accusatives:

(لِعَبًا - حَبًا - ضَحْكًا - فَرَحًا - تَفْلِيدًا)
 (أ) فَرَحَ خَلِيلٌ يَزِيَّارَةَ الْأَهْرَامِ
 (ب) تَبَلَّلَ يَلْعَبُ فِي الْحَدِيقَةِ
 (ج) الْفَرَدُ يُحِبُّ أَنْ يَقْلُدَ الْإِنْسَانَ
 (د) أَحِبُّ أَشْرِقَيِ ، تَسْبِيدًا .
 (ه) وَالِدَّ نِهَادَ يَضْحَكُ ، عَالِيًا .

3. Fill in the blanks with suitable absolute accusatives chosen from those in brackets:

(أ) رَفَعَ الْعَادِمُ سِتَّارَةَ التَّالِفَةِ (سَيِّرًا - رَفَعًا - هَدْمًا)
 (ب) دَخَلَ نُورُ الشَّمْسِ إِلَى الْحَجَرَةِ (نَفْلًا - دُخُولًا - أَزِيزًا)
 (ج) يَسِيرُ الْفَطَارُ سَرِيعًا . (رَفَعًا - سَيِّرًا - نَفْلًا)
 (د) تَنَقُّلُ الطَّائِرَةُ الْمُسَايِّرِيْنَ (فَرَحًا - سَيِّرًا - نَفْلًا)

4. Use the verb and the absolute accusative in each of the following brackets in a complete sentence:

(رَأَيْتُ رَأَيْتُمَا) - (رَفَعَ رَفَعْتُمَا) - (صَاحَ صَاحِبَتُمَا)

الدُّرْسُ التَّاسِعُ وَالسِّيَّمُونَ
Paddarsu ^{ttaasiñu} wassabñuuna
Lesson Seventy-Nine



القاضي

?alqaadii
The Judge

القاضي عادل . القاضي عادل في الحكم .

?alqaadii Saadilun ?alqaadii Saadilun fi lhukmi
The judge is fair. The judge is fair in judgement.

يَعْدِلُ القاضي . يَعْدِلُ القاضي في الحكم . يَحْكُمُ القاضي بِالْعَدْلِ .
yañdilu ?lqaadii yañdilu ?lqaadii fi lhukmu yahkumu ?lqaadii bilñadli
The judge judges fairly. The judge is fair in judgement. The judge judges with fairness.

القضاة عادلون . يَعْدِلُ القضاة بَيْنَ النَّاسِ .

?alqudaatu Saadiluuna yañdilu ?lqudaatu bayna mnaasi
The judges are fair. The judges judge fairly among people.

يَعْدِلُ الْقَاضِي خَوْفًا مِنَ اللَّهِ . يَعْدِلُ الْقَاضِي احْتِرَامًا لِلْقَانُونِ .

ya'adilu lqaadji sawsan mina llaahi ya'adilu lqaadi htiraaman lilqaanuuni
The judge judges fairly for fear of god. The judge judges fairly for respect of law.

الْمُتَّهَمُ أَمَامَ الْقَاضِي .

Pa'muttahamu Pamaama lqaadji
The accused (stands) before the judge.

الْقَضِيَّةُ مَعْرُوضَةُ عَلَى الْقَاضِي . أَمَامَ الْقَاضِي مَلَفُ الْقَضِيَّةِ .

Palqadiyyatu ma'sruudatun sala lqaadji Pamaama lqaadji malaffu lqadiyyati
The case is put to the judge. The file of the case is in front of the judge.

لِلْمُتَّهَمِ مُحَامٌ . الْمُحَامِي يَدَافِعُ عَنِ الْمُتَّهَمِينَ .

lilmuttahami muhaamin Palmuhaamii yudaafisu sani lmuttahamiina
The accused has a lawyer. The lawyer defends the accused.

الْكَلِمَةُ الْأَنَّ لِلْمُحَامِي . دَافَعَ الْمُحَامِي عَنِ الْمُتَّهَمِ .

Palkalime lma'a daafaa lmuhaamii sani lmuttahami
Now the word is for the lawyer. The lawyer defended the accused.



دَافَعَ الْمُحَامِي طَالِبًا الْبَرَاءَةَ .

daafaa lmuhaamii taalibani ibaraatata
The lawyer defended asking for acquittal.

إِنْتَشَهَدَ الْمُحَامِي بِالشَّهُودِ ، وَأَوْرَدَ الْأَدِلَةَ

ristashada lmuhaamii bi'shuudi wa'awrada lpadillata
The lawyer called the witnesses and presented proofs.

دَافَعَ الْمُحَامِي مُدَّةً طَوِيلَةً . إِقْنَعَ الْقَاضِي بِبَرَاءَةِ الْمُتَّهَمِ .

daafaa lmuhaamii muddatan tawillatan piqtana lqaadji bibaraatati lmuttahami
The lawyer defended (the accused) for a long time. The judge was convinced of the innocence of the accused.

الْشَّهُودُ صَالِحُونَ، وَالْأَدْلَةُ قَوِيَّةٌ .

Paññuuđu gaalhuuna walPadillatu qawiyatun
The witnesses are qualified and the proofs are strong.

حَكْمُ النَّافِيِّ يَا بَرَاجِعِ . بَرَاجِعِ النَّافِيِّ الْمُتَهَمِّ .

hakame lqađil bilberaađati barrađa lqađi imuttahama
The judge pronounced a non-guilty sentence. The judge acquitted the accused.

هَلْلَ الْبَرِّيِّ مَسْرُورًا .

halila lbariđu masruuren
The acquitted rejoiced happily.

الْبَرِّيِّ سَعِيدٌ . وَالْمُحَامِي سَعِيدٌ . هُمَا سَعِيدَانِ .

Palbariđu sañidun walmuhaamii sañidun humaa sañidaani
The acquitted is happy. The lawyer is happy. Both are happy.

خَادِرًا قَاعَةَ الْمَحْكَمَةِ سَعِيدَيْنِ .

geadaras qaafata lmađkamatil sañidayni
They both left the law court happily.

قَالَ اللَّهُ تَعَالَى (سُورَةُ التَّابُقَةِ - آيَةُ ٤٢) :

qaađa llaahu tafaalaas suuratu lmaađdati PalPaayatu eeaaniyatū walParbaađuuna
God (may He be exalted) has said (The Table, verse 42):

« وَإِنْ حَكَمْتَ فَاخْكُمْ بِيَنْهُمْ بِالْقِسْطِ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ . »
wađin hakamta fuhkum baynahum bliqisti Pinnal laahaa yuhibbu muqalitina
« But if thou judgest, then judge between them with justice, verily, God loves the just. »

١. القاضي عادل . يعدل القاضي .

The first sentence is nominal. It consists of a subject and a predicate.

The second sentence is verbal. It consists of a verb and a subject.

Each of the nominal subject, the predicate and the verbal subject is in the nominative case. The nominative case is indicated here by (الْفُصْلَةُ) since the pertinent noun is singular. However, the nominative case ending (الْفُصْلَةُ) of the subject (القاضي) is not explicit for phonetic reasons.

٢. هما سعيدان . وقف المتهماي أمام القاضي .

In the first sentence, the predicate is (سعيدان). It is in the nominative case indicated here by (الْأَلْفُ) since it is a dual.

In the second sentence, the subject is (المتهماي). It is in the nominative case indicated here by (الْأَلْفُ) since it is a dual.

٣. القضاة عادلون . بداعم المحامون عن المتهمن .

In the first sentence the subject is (القضاة) . It is a broken plural in the nominative case which is indicated here by (الْفُصْلَةُ). The predicate is (عادلون) . It is a sound masculine plural in the nominative case which is indicated here by (الْأَوَّلُ) .

In the second sentence the subject is (المحامون) . It is a sound masculine plural in the nominative case which is indicated here by (الْأَوَّلُ) .

٤. المتهم أمام القاضي . الكلمة لالمهامي .

In the first sentence the subject is (المتهم) , and the predicate is the adverb of place (أمام) .

In the second sentence, the subject is (الكلمة)، and the predicate is the prepositional phrase (المُحَامِي) (لِلْمُحَامِي) preposition لـ + genitive .

5. أمَامَ القَاضِي الْمَلَفُ . لِلْمُتَهَمِ مُحَامٌ .

In the first sentence, the predicate, which is the adverb of place (أمام). precedes the subject (الملف) .

In the second sentence, the predicate which is the prepositional phrase (للْمُتَهَمِ) precedes the subject (محام) .

Such predicates may precede the subject if the latter is definite as (الملف) in the first sentence. So we can equally say:

أمامَ القَاضِي الْمَلَفُ . الْمَلَفُ أمَامَ القَاضِي .

However, these predicates must precede the subject if the latter is indefinite as in the second sentence. So we can only say: للْمُتَهَمِ مُحَامٌ .

6. بَرَأَ القَاضِي الْمُتَهَمُ . أَوْرَدَ المُحَامِي الْأَدِلَّةَ .

The noun (المُتَهَم) in the first sentence and (الأدلة) in the second are direct objects. The direct object is in the accusative case which is indicated by (الفتحة) in the first sentence since the noun is a singular and also by (الفتحة) in the second since the noun is a broken plural.

7. دَافَعَ المُحَامِي دِفَاعًا .

The noun (دِفَاعًا) is an absolute accusative emphasizing the verb (دَافَع). It is in the accusative case indicated by (الفتحة) .

8. يَعْدِلُ القَاضِي خَوْفًا مِنَ اللهِ . يَعْدِلُ القَاضِي اخْتِرَاماً لِلْقَاتُونِ .

The nouns (اخْتِرَاماً) and (خَوْفًا) are accusatives of cause or reason.

They indicate the reason why the action expressed by the verb takes place. They are in the accusative case indicated by (الفتحة).

9. مَلَلَ الْبَرِّيُّ مَسْرُورًا.

خَاقَ الْبَرِّيُّ وَالْمُحَامِيُّ الْقَاعِدَةَ سَعِيدَيْنِ.

The nouns (مسروراً) and (سعيدَيْنِ) are accusatives of state which indicate the state of the subject when the action takes place. The accusative of state is in the accusative case. This is indicated by (الفتحة) in the first sentence since the noun (مسروراً) is a singular, and by (أَلْيَاءُ) in the second since the noun (سعيدَيْنِ) is a dual.

10. يَحْكُمُ الْقَاضِيُّ بِالْعَدْلِ. يَعْدِلُ الْقَاضِيُّ بَيْنَ النَّاسِ

In the first sentence the prepositional phrase (بِالْعَدْلِ) is related to the verb (يَحْكُمُ). In the second sentence the adverb (بَيْنَ) is related to the verb (يَعْدِلُ).

نحوينات

EXERCISES

1. Complete the following nominal sentences with suitable predicates and indicate the case endings of these predicates:

ا - القاضي في الحكم
 ب - البرىء سعيد ، والمحامى هما
 ج - القضية على القاضى .
 د - الشهود والأدلة

2. Complete the following verbal sentences with suitable subjects and indicate the case endings of these subjects:

ا - اقتنى ببرأة المتهىم .
 ب - دافع عن المتهىم .
 ج - هُلّ تصرُوا .

3. Indicate the kind of the underlined accusative in each of the following sentences:

ا - دافع المحامى طالبًا البراءة .
 ب - دافع المحامى مدة طبولة .
 ج - اقتنى القاضى اقتناعاً .
 د - غادر البرىء قاعة المحكمة .

4. Underline the prepositional phrase in each of the following sentences and indicate the genitive ending:

ا - بدفع المحامون عن المتهىمين .
 ب - اشتبهت المحامى بالشهود .
 ج - يغدر القاضى في الحكم .
 د - حكم القاضى بالبراءة .

5. Change the subject into a dual and make any necessary changes:

هَلْلَ الْبَرِّيُّ مَسْرُورًا .

6. Make the direct object a dual and then a sound masculine plural:

بَرِّ الْقَاضِيِّ الْمَتَّهِ .

GLOSSARY
PART TWO

Page	Meaning	Word	Page	Meaning	Word
١١	two ears	أَذْنَانٌ	٥٢	another	أَخْرَىٰ
٤٤	the land (of Egypt)	أَرْضُ (مِصْرَ)	٨٤	verse	آيَةٌ
٧٦	buzz	أَزِيزٌ	٥٢	ever	أَبَدًا
٧٣	using it (masc.)	أَسْتَخْدَمُهُ	٦٥	Ibrahim	إِبْرَاهِيمٌ
٨٣	he called (the... witnesses)	أَسْتَشْهِدُ	٤٥	two directions (genitive)	أَتِجَاجَيْنِ
٢٠	it (masc.) managed to	أَسْتَطَعَ	٤٦	foreign (fem.)	أَجْنَبِيَّةٌ
٥٨	I am getting ready	أَسْتَعْدُ	٦٥	respect	إِحْتِرَامٌ
٤٦	it (fem.) exploited it (fem.)	أَسْتَغْلَلْتُهَا	٥٢	one of them (dual)	أَحَدُهُمَا
٣٨	he received (their female mates) received them (dual)	أَسْتَقْبَلَهُمَا	١٨	it (masc.) felt	أَحْسَنَ
٥٩	(their mates) received them (dual) .masc	أَسْتَقْبَلْتُهُمَا	٨٤	judge(imperative)	أَخْكُمْ
٣١	(the parents) woke up	أَسْتَيْقَظَ	٦٥	he chose	إِخْتَارَ
٣١	it (fem.) woke up	أَسْتَيْقَظَتْ	١٩	I have erred	أَخْطَأْتُ
٣١	families	أَسْرَ	٧٢	devotion	إِنْلَاصٌ
١١	teeth	أَسْنَانٌ	٥٩	he caught up with	أَدْرَكَ
١٨	its (masc.) teeth	أَسْنَانُهُ	٣٧	I invite	أَدْعُو
١	It is morning	أَشْرَقَ الصَّبَاحُ	٨٣	proofs	أَدْلَةٌ

(الكتاب الثاني ج ١ ٢ - التَّجْلِيزِي)

Page	Meaning	Word	Line	Page	Meaning	Word	Line
٧٢	sucking (to suck)	امتصاص		٣٩	she lit	أشعلت	
٧٣	hope	أمل		٤٥	voices	أصوات	
٤٦	it (fem.) nationalized	أمنت		٣٩	he blew off	أطاف	
٣١	it (masc.) has spread	انشر		١٨	grass	أعشاب	
٥٢	it (masc.) went away	انصرف		٦٥	members	أعضاء	
٦٤	(Nabil and Ashraf) joined	انضم		٦٦	work	أعمال	
١٧	tunes	أنقام		٣٢	her work	أعمالها	
٥٢	that (conjunction)	إنه		٣٢	members	أفراد	
٤	people	أهل		٦٥	(the members) divided	اقسم	
٤٧	its (fem.) people	أهليها		٨٣	he was convinced	اقتنع	
٣٧	I would like to	أود		٧٢	(wax) combs	أفراد	
٨٣	he presented	أورد		٣٩	they ate	أكلوا	
٩	descriptions	أوصاف		٢٠	not	ألا	
<hr/>							
١١	protruding (fem. dual, nominative)	باريزان	ب	٣٨	tunes	ألحان	
٧٧	seas	بحار		٣٩	games	ألعاب	
٤٤	the Red Sea	البحر الأحمر		٨٤	God	الله	
٤٥	the Medi- teranean Sea	البحر المتوسط		٧٨	forwards	(إلى) الأمام	
٤٦	lakes	بحيرات		١١	fore (legs) (fem.)	أميماتان	

Page	Meaning	Word	Page	Meaning	Word
٧٧	flying	تَحْلِيقٌ	٤٦	it (fem.) expended	بَذَلتْ
٧٧	they (fem.) render service	تَخْلِيمٌ	٨٣	acquittance	بَرَاءَةٌ
٧٧	they (fem.) ruin	تُخْرِبُ	٨٤	he acquitted	بَرَأَ
٧٢	it (fem.) secretes	تُخْرِجُ	٨٤	acquitted (noun)	بَرِيءٌ
٧٧	destruction	تَخْرِيبٌ	٧٧	its (fem.) abdomen	بَطْنَهَا
٧٧	it (fem.) stores	تَخْزِنُ	٥٨	yet	بَعْدٌ
٧٨	they (fem.) destroy	تَدْمِرُ	٥٢	he remained	بَقِيَ
٧٨	destruction	تَدْمِيرٌ	٤٥	Port Said	بُورْ سَعِيدٌ
٤٥	it (fem.) links	تَرْبِطُ	١٠	owl	بُومَةٌ
٧٩	it (fem.) goes up	تَرْتَفِعُ	٥٩	between them (dual)	بَيْنَهُمَا
٥٢	it (masc.) left him	تَرَكَهُ	٧٣	their hives	بُيُوتَهُ
٥٩	(the friends) raced	تَسَابَقَ	٤٥	they (fem.) come	تَاتِي
٣٢	they (fem.) help	تَسَاعِدُ	١٨	you (masc. sing.) dare	تَجَرَّأُ
١٩	you (masc.) forgive me	تَسَامِحُنِي	٣٣	it (fem.) cooperates	تَعَاوَنٌ
٢٦	it (fem.) coos	تَسْبِحُ	٤٦	it (fem.) talks	تَكَلَّمُ
٧٧	it (fem.) falls	تَسْقَطُ	٧١	it (fem.) consists	تَكُونُ
٧١	it (fem.) is known for	تَشْهِرُ	٣٢	she milks	تُحْلِبُ
٥١	you (masc.)	تَصَاحِبُ	٧٧	it (fem.) flies	تُحَلِّقُ

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٥	it (fem.) ends	تَسْتَهِي		٧٦	it (fem.) folds	تَطْوِي	
٣٢	she cleans	تَنْظِفُ		٦٦	(the members) got acquainted	تَعَارَفَ	
٦٥	cleaning (to clean)	تَنْظِيفٌ		٨٤	may He be exalted	تَعَالَى	
٧٧	they (fem.) carry	تَنْقِلُ		٧١	cooperation	تَعَاوُنٌ	
٧٧	it (fem.) lands	تَهْبِطُ		٤٠	they (fem.) cross it (fem.)	تَعْبُرُهَا	
٧٧	they (fem.) demolish	تَهْلِمُ		٣٢	she prepares	تَعْدِي	
٧٧	it (fem.) performs	تَوْدِي		٧٢	it (fem.) returns	تَعُودُ	
٤٥	they (fem.) save (time and money)	تَوْفِرُ		٧١	it (fem.) lives	تَعِيشُ	
٧٦	it (fem.) buzzes	تَنْزِيزٌ		٧٨	progress	تَقدِيمٌ	
				٧٧	they (fem.) shorten	تَقْرِبُ	
١١	snake	ثَعْبَانٌ	ث	٧٢	it (fem.) spends	تَقْضِي	
٣٨	it (masc.) has come	جَاءَ	ج	١١	it (fem.) jumps	تَقْفِزُ	
١٠	(birds) of prey (masc. dual, nominative)	جَارِحَانٌ		٢٧	it (fem.) clucks	تَقْفُقُ	
٧٣	mountains	جِبَالٌ		٢٥	it (fem.) has spoken	تَكَلَّمَتْ	
١٧	hole	جُبْرٌ		٧٣	it (fem.) stings	تَلْسَعُ	
٣	worthy (masc. pl. nominative)	جَدِيرُونَ		٧٢	they (fem.) fertilize	تَلْقِحُ	
٥٧	she ran	جَرَّتْ		٤٥	it (fem.) passes (through)	تَسْرُّ	
١٨	it (masc.) ran	جَرَى		٢٦	it (fem.) mews	تَمْوِعُ	
٦٥	fetching (to fetch)	جَلْبٌ					

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٦	(the Egyptians) dug	خَفَرَ		٧٧	great (fem. sing.)	جَلِيلَةٌ	
٤٦	its (fem.) digging	خَفَرَهَا		٣٣	all	جَمِيعٌ	
٧٢	preserving (to preserve)	حَفْظٌ		٤٦	effort	جُهُودٌ	
٢٧	party	حَفْلَةٌ		٦٦	near them	(جَوَارِهِمْ)	
٨٤	he judged	حَكْمٌ		٧٣	need (noun)	حَاجَةٌ	ح
٨٢	judgement	حَكْمٌ		١٠	sharp	حَادٌ	
٨٤	thou judgest	حَكْمَتْ		٦٥	the two guards (nominative) (of the camp)	حَارِسَانَ (الْمَعْسَكَرَ)	
٥١	he carried	حَمَلَ		٣٩	guests(masc. pl. accusative)	حَاضِرِينَ	
٥٧	pool	حَوْضٌ		٥٨	edge	حَافَةٌ	
٥٢	around him	حَوْلَهُ		٢٠	ropes	حِبَالٌ	
١٠	free(from feathers) (masc. dual, nominative)	خَالِيَانِ	خ	٧٣	grains	جَبُوبٌ	
١٨	frightened (masc. sing.)	خَائِفٌ		٧٣	the pollen	جُبُوبُ الْلَّقَاحِ	
٧٧	service	خَدْمَةٌ		٥١	until	حَتَّىٌ	
٥٩	they (dual) came out	خَرَجَا		٧٢	gardens	حَدَائِقٌ	
٢٠	getting out	خُرُوجٌ		٧٧	war	حَرْبٌ	
٧٤	eloquence	خَطَابَةٌ		٧١	insect	حَشَرَةٌ	
١٠	bat	خُفَّاشٌ		٢	harvest	حَصَادٌ	
٧٣	hives	خَلَائِيَا		٦٥	wood (for fire)	حَطَبٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٦	you (masc. sing.) saw it (fem.)	رَأَيْتَهَا		١١	hind (legs) (fem. dual, nominative)	خَلْفِيَّتَانِ	
١٩	perhaps	رَبَّمَا		٧٢	hive	خَلِيلَةٌ	
٩	(two) legs (nominative)	رِجْلَانِ		٧٣	its (fem.) hive	خَلِيلَتَهَا	
٧٢	their (fem.) nectar	رَحِيقُهَا		٨٣	fear	خَوْفٌ	
١٩	I (might) return	(رَبَّمَا) رَدَدْتُ		٧٤	tents	خِيَامٌ	
٢	income	رِزْقٌ		٤	welfare	خَيْرٌ	
١٨	terror	رُعبٌ		٥٢	it (masc.) went around	دَارَ	د
٧٢	wish	رَغْبَةٌ		٨٣	he defended	دَافَعَ	
٥٧	she listed	رَفَعَتْ		٢	going on (fem. sing.)	دَائِبَةٌ	
١١	neck	رَقْبَةٌ		٢٧	hen	دَجَاجَةٌ	
٧٦	you (masc. sing.) have been in (you rode)	رَكِبْتُ		٧٣	defence	دِفَاعٌ	
٥٧	its ringing	رَنِينَةٌ		٣٨	he invited (masc.)	دَعَا	
٦٥	superiors	رُوسَامٌ		٥٧	it (masc.) rang	دَقَّ	
١٠	feathers	رِيشٌ		٢٧	you (masc. sing.) have mentioned them	ذَكَرْتَهَا	ذ
٣٧	classmates	زُمَلَاءٌ	ز	٧١	drones	ذُكُورٌ	
٥٩	female classmates	زَمِيلَاتٌ		٢	gold	ذَهَبٌ	
٢	flowers	زَهْرَاتٌ		١١	(two) heads (nominative)	رَأْسَانِ	ر
٣١	wives	زَوْجَاتٌ					

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٢	silence	سُكُونٌ		٩	boat	زَوْرَقٌ	
٥١	his weapon	سِلَاحٌ		١٩	roar (of a lion)	زَئِيرٌ	
٧٧	safety	سَلَامٌ		٥١	it (masc.) walked	سَارَ	
٧٧	peace	سَلَمٌ		١١	poisonous (masc. dual, nominative)	سَامَانٌ	
٧٦	you (masc. sing.) have heard it (fem.)	سَمِعْتَهَا		٥٨	I will tell him	سَأَنَادِيهِ	
١١	easiness	سَهْوَةٌ		٥٧	swimming	سِبَاحَةٌ	
٨٤	Sura(h)(Chapter of Koran)	سُورَةٌ		٥٨	(two) swimmers (masc. dual, nominative)	سِبَاحَانٌ	
٤٤	Suez	السوِيْز		٥٩	race	سِبَاقٌ	
٤٦	it (fem.) dominated	سَيْطَرَتْ		٥٩	he swam	سَبَحَ	
٢	prevalent (masc. sing.)	شَامِلٌ	ش	٥٩	he was ahead of	سَبَقَ	
١٩	nets	شِبَاكٌ		٧٧	hexagonal	سُدَاسِيَّةٌ	
٢	similar (masc. sing.)	شَبِيهٌ		٣٧	pleasure	سُرُورٌ	
٥٢	courageous (masc. sing.)	شُجَاعٌ		٣	happiness	سَعَادَةٌ	
٧١	courage	شُجَاعَةٌ		٧٧	working hard	سَعْيٌ	
٥٢	his courage	شُجَاعَتْهُ		٨٤	happy (masc. dual, nominative)	سَعِيدَانٌ	
٧٧	evil	شَرٌ		٨٤	happy (masc. dual, accusative)	سَعِيدَيْنِ	
٣٩	they drank	شَرِبُوا		٤٥	ships	سُفَنٌ	
٤٦	company	شَرِكَةٌ		١٨	it (masc.) fell down	سَقَطَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٩	weak (masc. dual, nominative)	ضَعِيفَانِ		١٨	its (masc.) hair	شَعْرٌ	
١١	frog	ضِفَلَةٌ		٢٠	it (masc. sing.) thanked	شَكَرَ	
٦٥	obedience	طَاعَةٌ	ط	٧٢	wax	شَمعٌ	
١٠	birds (masc. dual, nominative)	طَائِرَانِ		٣٩	candles	شَمَاعَاتٌ	
٦٥	the cooks (masc. pl., nominative) (of the camp)	طَبَاخُو الْمَعْسَكِ		٨٣	witnesses	شَهُودٌ	
٣	streets	طُرُقَاتٌ		٥٩	his friend	صَاحِبٌ	ص
٧٣	desire (noun)	طَمَعٌ		٨٤	qualified (masc. pl., nominative)	صَالِحُونَ	
١١	long (fem. dual, nominative)	طَوِيلَاتٌ		٣	morning	صَبَرْجَنٌ	
٧٦	folding	طَى		١٨	it (masc. sing.) woke up	صَحَا	
٩	birds	طَيْرٌ		٦٥	desert	صَخْرَاءٌ	
١٠	flying	طَيْرَانِ		٥٢	he climbed up	صَعَدَ	
١٨	it (masc.) thought	ظَنٌ	ظ	٢٠	its (masc.) smallness	صِغَرٌ	
٨٢	fair (masc. sing.)	عَادِلٌ	ع	٧٣	industries	صِنَاعَاتٌ	
٨٢	fair (masc. pl., nominative)	عَادِلُونَ		٥٧	his voice	صَوْتٌ	
١٧	it (masc.) lived	عَاشَ		١٩	hunter	صَيَادٌ	
١٢	lovers (masc. dual, nominative)	عَاشِقَانِ		٥١	hunting	صَيْدٌ	
٤٦	year	عَامٌ		٥٩	it (fem.) narrowed	ضَاقَتْ	ض
				١٩	it (masc.) laughed.	ضَحِكَتْ	

Page	Meaning	Word	Page	Meaning	Word
٧٧	villages	الْقُرَى	٦٥	poor (broken plural)	فُقَرَاءُ
٨٤	justice	قُسْطٌ	٣٨	idea	فِكْرَةٌ
٣٩	they narrated short (fem. dual, nominative)	قَصَّوْا	١	(women) farmers (fem.pl.)	فَلَاحَاتُ
١٠	judges (broken plural)	قَصِيرَتَانِ	٣١	farmers (masc. pl., genitive)	فَلَاحِينَ
٨٢		قُصَّاهُ	٥٢	immediately	فَورًا
٦٦	they spent	قَضَوْا	٧	coming (masc. sing.)	قَادِمٌ
٨٣	case	قَصْبَيَّةٌ	٨	coming (fem.)	قَادِمَةٌ
٢٥	a cat	قَطْةٌ	٩	coming (masc. pl., nominative)	قَادِمُونَ
٢٥	his cat	قِطْتَهُ	١٠	going (fem. pl.)	قَاصِدَاتُ
٢٥	my cat	قِطْنِي	١١	going (masc. pl., nominative)	قَاصِدُونَ
٥٨	(the two friends) jumped	قَفَزَ	٨٢	the judge	الْقَاضِي
٧٨	step (jump)	قَفْزَةٌ	١١	leaping (masc. dual, nominative)	قَافِزَانِ
١١	kangaroo	قَنْعَرٌ	٣٦	she did	قَامَتْ
٧٢	food	قُوتٌ	٨٢	law	قَانُونُ
١٠	strong (masc. dual, nominative)	قوَيْانِ	٣٩	he presented	قَدَمَ
١٠	strong (fem. dual, nominative)	قوَيْتَانِ	٥٨	old (masc. dual, nominative)	قَدِيمَانِ
٦٥	grown-ups	كِبَارٌ	٣٧	it (masc.) is approaching	قَرُوبَ
١١	big (fem. dual, nominative)	كَبِيرَتَانِ	٤٦	century	قَرْنَ

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٤٤	Egypt	مِصْرٌ	١٨	frightening (masc. sing.)	مُخِيفٌ	
٤٦	Egyptians (masc. pl., nominative)	مِصْرِيُونَ	٢٨	guests (masc. accusative)	مَدْعُوِينَ	
٤٦	Egyptians (masc. pl., genitive)	مِصْرِيُّونَ	٤٥	the Bitter (Lakes)	(الْبَحْرَاتُ)	
٥٩	applauding (fem. pl.)	مُصَفَّقَاتُ	٢	fields (broken plural)	مَزَارِعُ	
٥٩	applauding (masc. pl., accusative)	مُصَفَّقِينَ	٣	crowded (fem.)	مُزَدَحَّةٌ	
٤٦	its (fem.) awn benefit	مَضْلَحَتُهَا	٢٠	advantage	مَزِيَّةٌ	
٥٩	double (masc. sing.)	مُضَاعِفٌ	٧٥	helping	مُسَاعِدَةٌ	
٨٣	(is) put to (fem.)	مَعْرُوضَةٌ عَلَىٰ	٥٩	distance	مَسَافَةٌ	
٧٦	camp	مُعْسَكٌ	٧٧	distances	مَسَافَاتٌ	
٦٦	two camps (genitive)	مُعْسَكَيْنِ	٧٧	passengers (masc. pl., accusative)	مُسَافِرِينَ	
٣٣	with them (dual)	مَعْهُمَا	٢	dwellings (broken plural)	مَسَاكِنُ	
١٩	power	مَقْدِرَةٌ	٧٣	peace-loving (fem.)	مُسَالِمَةٌ	
٨٤	just (masc. pl. accusative)	مُقْسِطِلِينَ	٢٠	quick (masc. sing.)	مُسْرِعٌ	
٣	offices (broken plural)	مَكَاتِبٌ	٥٧	quick (fem. sing.)	مُسْرِعَةٌ	
٥٢	his place	مَكَانُهُ	٥٨	quick (masc. dual, accusative)	مُسْرِعَيْنِ	
٨٣	file	مَلَفٌ	٢	happy (fem. pl.)	مَسْرُورَاتٌ	
١٨	king	مَلِكٌ	٣٩	amusing (fem.)	مُسَلِّيَّةٌ	
٧١	queen	مَلِكَةٌ	٦٥	supervisor	مُشَرِّفٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٣٢	he gets ready	يَسْتَعْدِدُ		٨٤	he rejoiced	هَلَّ	
٣٣	he waters	يَسْقِي		١٨	rage	هَيَاجٌ	
٦٦	they have fun	يَسْمَرُونَ		٧٢	its (sem.) duty	وَاجِبَهَا	
٢٦	it (masc.) chirps	يَسْقِقُ		٥٧	clear(masc. sing.)	وَاضِعٌ	
٥٧	it (masc.) sniffs at him	يَسْنَمُهُ		٣٨	he agreed	وَافَقَ	
٢٦	it(masc.) whistles	يَصْفِرُ		١٨	beasts (broken plural)	وُحُوشٌ	
٢٦	it (masc.) neighs	يَصْهَلُ		٤٥	time	زَفْتٌ	
٢٧	it (masc.) crows	يَصْبِحُ		١٩	it (masc.) fell	وَقَعَ	
٨٧	he judges fairly	يَقْدِلُ		١٧	it (masc.) looks for	يَبْحَثُ	ي
٣١	(the farmers) work	يَعْمَلُ		٧٣	(the bees) build	يَبْنِي	
٢٦	it (masc.) howls	يَعْوِي		٣٣	(all of them) cooperate	يَتَعَاوَنُ	
٧٣	he gets near	يَقْتَرِبُ		٨٢	he judges	يَحْكُمُ	
٢٠	it (masc.) gnaws	يَقْرِضُ		٨٢	he defends	يَدَافِعُ	
١٨	it (masc.) gnaws at it (fem.)	يَقْرِضُهَا		٧٣	(people) breed	يَرْبِي	
٧٣	(the bees) pollinate	يَلْقَعُ		٣٣	he looks after	يَرْعِي	
٢٦	it (masc.) barks	يَنْبَحُ		١٩	(the lion) roars	يَزَّارُ	
٢٧	it (masc.) jars	يَنْعَقُ		١٩	he helps	يَسْاعِدُ	
٢٦	it (masc.) brays	يَنْهَنُ		٥١	they (dual) rest	يَسْتَرِيحَانٌ	
٤٦	July	يُولِيوُ		١٩	it (masc.) could (not)	(لَمْ) يَسْتَطِعُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٣٢	his (masc.) work	عَمَلَهُ		٧٧	inhabited (fem.)	عَامِرَةٌ	
١٩	(I have forgiven) you	عَفَوتُ (عَنْكَ)		٣	hardworking people (masc. pl., nominative)	عَامِلُونَ	
١١	(two eyes) (nominative)	عَيْنَانِ		٨٢	fairness, justice	عَدْلٌ	
٧٢	cells	عَيْوَنُ		٢٧	you (masc. sing.) have known	عَرَفْتَ	
٨٤	they both left	غَادَرَا	غ	٢٠	I have known	عَرَفْتُ	
١٧	its (masc.) food	غَذَاؤهُ		١٧	den (of a lion)	عَرِينٌ	
٣٨	room	غُرْفَةٌ		١٧	its (masc.) den	عَرِيشَةٌ	
٧٨	invasion	غَزْوَهُ		٦٥	(the troop) encamped	عَسْكَرُ (الْفَرِيقُ)	
٢	branches	غُصُونُ		٧٢	honey	عَسلٌ	
			ف	٥٨	two members (nominative)	عَضْوَانِ	
١١	mouse	فَارٌ		٦٥	two members (accusative)	عَضْوَيْنِ	
٥٢	suddenly	فَجَأَةٌ		٧٧	great (fem.)	عَظِيمَةٌ	
٦٦	(the troops) finished	فَرَغَ		١٩	forgiveness	عَفْوٌ	
٦٤	teams	فِرَقٌ		١٩	I have forgiven	عَفَوتُ	
٧٨	space	فَضَاءٌ		٩	you (masc. sing.) have learnt	عَلِمْتَ	
٣٩	cakes	فَطَانِرٌ		٦٥	Aly	عَلِيٌّ	
٣٢	breakfast	فَطُورٌ		٢	fresh(masc. sing.)	عَلِيلٌ	
٤٦	it (fem.) lost	فَقَدَتْ		٥٢	on to them (dual)	عَلَيْهِمَا	

Page	Meaning	Word	Page	Meaning	Word	Page
١١	similar (masc. dual, nominative)	مُتَشَابِهَانِ	٥١	his shoulder	كَفَةُ	
١٠	similar (fem. dual, nominative)	مُتَشَابِهَاتِانِ	٥١	liar (masc. sing.)	كَذَابٌ	
٥٢	pretending (masc. sing.)	مُتَظَاهِرٌ	٦٤	boyscouts	كَشَافَةُ	
٣١	cooperating(fem.)	مُتَعَاوِنَةُ	١٨	its (masc.) mane	لِبَذَرَةُ	ل
١٢	similar (agree with each other) (masc. dual, nominative)	مُتَفَقَّانِ	٣٩	they played	لَعِبُوا	
٥٩	advancing (masc. sing.)	مُتَقدِّمٌ	٧٣	fertilization	لِقَاحُ	
٥٧	speaker (masc. sing.)	مُتَكَلِّمٌ	١٠	but it (masc.)	(و) لَكَنْهُ	
١٠	similar (masc. dual)	مُتَمَاثِلَانِ	٧٤	but it (fem.)	(و) لَكَنِهَا	
٢	swaying (fem.)	مُتَمَيِّلَةُ	٣٧	to it (fem.)	لَهَا	
٨٣	accused (masc. sing.)	مُتَهَمٌ	٧	pearls	لُولُو	
٨٣	accused (masc. dual, genitive)	مُتَهَمِّيْنِ	٢٧	it (fem.) mewed	مَاهِتُ	م
٢	near (fem.)	مُجَارَوَةُ	٣٣	cattle	مَاشِيَةُ	
٩	(two) oars (nominative)	مِجَادَافَانِ	٤٥	money	مَالُ	
٤	hard-working (masc. pl., nominative)	مِجَادُونِ	٥٨	skilful (masc. dual, nominative)	مَاهِرَانِ	
٨٣	the lawyer	الْمُحَامِي	١٠	water (birds) (masc. dual, nominative)	مَائِيَانِ	
٦٥	needy (masc. pl., accusative)	مُحْتَاجِيْنِ	٦٥	principles	مَبَادِيٌ	
٨٤	law court	مَحْكَمَةٌ	٧	early(masc. sing.)	مُبَكِّرٌ	
١٠	claws (broken plural)	مَخَالِبُ	٥٨	ready (masc. dual, accusative)	مَتَاهِبِيْنِ	

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٧١	bee	نَحْلَةٌ	٧٢	queens (fem. pl.)	مَلَكَاتٌ
٧	dew	النَّدَى	٦٦	pleasant (fem.)	مُمْتَعَةٌ
٧	breeze	نَسِيمٌ	٧٢	regular (fem.)	مُنْظَمَةٌ
٧٢	activity	نَشَاطٌ	١٠	beak	مَنْقارٌ
١	energetic (masc. pl., nominative)	نَشِيطُونَ	٥١	of them (dual)	مِنْهُمَا
٥٣	it (masc.) advised me	نَصَحَّنِي	٣٢	of them (pl.)	مِنْهُمْ
٤٥	blessing	نَعْمَةٌ	٥٢	death	مَوْتٌ
٧٣	itself (fem. sing.)	نَفْسُهَا	٢	season	مَوْسِمٌ
١٨	it (masc. sing.) shook	نَفَضَ	٣	women employees (fem. pl.)	مُؤْلِفَاتٌ
٦٦	carrying (to carry)	نَقلٌ	٤	employees (masc. pl., nominative)	مُؤْلِفُونَ
٥٩	end	نِهايَةٌ	١٨	situation	مَوْقِفٌ
٣٩	anecdotes (broken plural)	نَوَادِرٌ	٥٢	dead animal	مَيْتَةٌ
٥٧	his sleep	نَوْمٌ	٣٧	birth	مِيلَادٌ
١٨	raging (masc. sing.)	هَائِجٌ	٣٧	my birth	مِيلَادِيٌّ
١	(the farmers) woke up	هَبَّ	٤٤	port	مِينَاءٌ
١	(the women farmers) woke up	هَبَّتْ	٥٧	club	النَّادِي
٤٠	presents, gifts (broken plural)	هَدَائِيَا	٦٦	fire	نَارٌ
٧٧	demolishing	هَدْمٌ	٧٣	useful (fem.)	نَافِعَةٌ
٤٠	two presents (fem. dual, accusative)	هَدَيْتَيْنِي	٣١	sleepers (masc. pl., nominative)	نَائِمُونَ
١٩	escape	هَرَبٌ	٢٠	we despise	نَحْتَقِرُ

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